DOCUMENT RESUME

ED 350 224 SO 022 449

AUTHOR Wangen, Roger
TITLE Model Learner Outcomes for Social Studies.
INSTITUTION Minnesota State Dept. of Education, St. Paul.
PUB DATE 91
NOTE 155p.; Cover title varies from title page.
AVAILABLE FROM Minnesota Curriculum Services Center, 70 West County Road B-2, Little Canada, MN 55116.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Educational Objectives; Elementary Secondary Education; Minimum Competencies; *Social Studies; *State Standards; *Student Educational Objectives
IDENTIFIERS *Minnesota; *Model Learner Outcomes

ABSTRACT

Comprised of four chapters and nine appendices, this report concerns social studies instruction in Minnesota's public school. In chapter 1 the Minnesota State Board of Education lists education values, learner values, and its philosophy, mission, and goals. Chapter 2 contains a discussion of the roles and purpose of social studies education. Chapter 3 identifies model learner outcomes for K-12 social studies education. The list contains only the program level outcomes and essential learner outcomes. Chapter 4 is concerned with how model learner outcomes can be integrated into the curriculum; specifically, it contains curriculum development models and strategies for evaluation. Nine appendices include: (1) 1987--Categories of learner outcomes for social studies; (2) Scope and sequence: alternatives for social studies; (3) Time, space, and culture; (4) George Counts, a visionary's contribution; (5) Designing and scope and sequence; (6) A curriculum for democratic citizenship; (7) Social education for social transformation; (8) Social studies within a global education; and (9) Professional organizations and resources. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350224

Model Learner Outcomes for Social Studies Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. HANSON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO022 449

Minnesota Department of Education

MDE EDUCATION

1991

BEST COPY AVAILABLE

Model Learner Outcomes for

Social Studies

Roger Wangen
Program Specialist
Social Studies/International Education

Gene Mammenga
Commissioner of Education

© 1991 Minnesota
Department
of Education

Permission is granted to Minnesota school districts to duplicate this document for nonprofit, educational use. All others require written permission from the Minnesota Department of Education. Inquiries should be referenced to: Manager, Curriculum Services Section, 631 Capitol Square, 550 Cedar Street, St. Paul, Minnesota 55101.

To purchase additional copies of this document contact:

Minnesota Curriculum Services Center
70 West County Road B-2
Little Canada, MN 55116
(612) 483-4442 or 1- (800) 652-9024

MINNESOTA

STATE BOARD OF EDUCATION

Kathleen Muellerleile	First District
John Plocker	Second District
Thomas Lindquist	Third District
Mabel Evans–Cason	Fourth District
Douglas Wallace	Fifth District
Erling Johnson	Sixth District
Marjorie Johnson	Seventh District
Thomas Peacock	Eighth District
Alan Zdon	At–Large

Contents

Acknowledgments v

Chapter 1 **Minnesota State Board of Education**
Education Values, Learner Values, Philosophy, Mission, and Goals 1

Chapter 2 **Introduction to Social Studies Education**
Roles and Purpose 15

Chapter 3 **Model Learner Outcomes for Social Studies Education**
Concept Level Learner Outcomes 19

Chapter 4 **Transposing Model Learner Outcomes into Curriculum**
Curriculum Development Models, Evaluation Strategies 32

Appendix

Appendix A 1987 - Categories of Learner Outcomes for Social Studies 56
Appendix B Scope and Sequence: Alternatives for Social Studies 70
Appendix C Time, Space, and Culture 76
Appendix D George Counts, A Visionary's Contribution 86
Appendix E Designing and Scope and Sequence 88
Appendix F A Curriculum for Democratic Citizenship 96
Appendix G Social Education for Social Transformation 109
Appendix H Social Studies Within a Global Education 115
Appendix I Professional 123

SOCIAL STUDIES CONTRIBUTORS

The Department appreciates the assistance of the following people in the development of this document and it s antecedents:

Ms. Rachael Ackland
Minneapolis, MN

Ms. Linda Ahlers
Lake City, MN

Ms. Bernice M. Anderson
New Hope, MN

Ms. Connie Anderson
St. Paul, MN

Mr. David Anderson
Fridley, MN

Mr. Larry Andersen
Austin, MN

Mr. Richard Anderson
Minneapolis, MN

Mr. Bernie Auge
Northfield, MN

Ms. Patricia Avery
Minneapolis, MN

Ms. Dorothy Barrett
Mankato, MN

Ms. Madonna Barttolet
Edina, MN

Dr. John Bastolich
Minneapolis, MN

Dr. Robert Beery
Rochester, MN

Mr. Paul Belgum
Brainerd, MN

Mr. Jerry Benson
Luverne, MN

Mr. Michael Bergmann
Walker, MN

Dr. Marjorie Bingham
St. Louis Park, MN

Ms. Jennifer Bloom, Esq.
St. Paul, MN

Mr. Wesley Bodin
St. Louis Park, MN

Ms. Betty Boekhoff
Duluth, MN

Ms. Charmaine Branch
St. Paul, MN

Ms. Sue Brenden
Sauk Rapids, MN

Ms. Gabriel Brisbois
Hibbing, MN

Mr. Randy Brown
Hopkins, MN

Ms. Patricia Bruder
Belle Plain, MN

Dr. Lawrence Byrnes
Moorhead, MN

Mr. John Christensen
St. Paul, MN

Dr. John Cogan
Minneapolis, MN

Mr. Thomas H. Collins
Washington, D.C.

Ms. Jill Cook
Wabasha, MN

Mr. David Cooperman
St. Louis Park, MN

Mr. Mike Corcoran
Burnsville, MN

Mr. Jerry Cromer
St. Paul, MN

Ms. Mary Cunningham
Woodbury, MN

Mr. James Curry
Plymouth, MN

Ms. Ann Custer
Edina, MN

Mr. Bruce Dalgnard
Minneapolis, MN

Mr. Nhat Dang
Minneapolis, MN

Mr. Ron Davis
Minneapolis, MN

Mr. Kenneth Doucette
St. Cloud, MN

Ms. Barbara Dow
Minneapolis, MN

Ms. Loren Dunham
Fairmont, MN

Dr. Dan Eckberg
Hopkins, MN

Mr. Thomas Egan
St. Louis Park, MN

Dr. Vernon Ege
Robbinsdale, MN

Dr. Patricia Elder
Minneapolis, MN

Mr. Lynn Elling
Minneapolis, MN

Dr. Bob Falk
Duluth, MN

Ms. Rebecca Fanning
St. Paul, MN

Ms. Vernese Feldman
Bemidji, MN

Mr. Troy Field
Browerville, MN

Mr. Tom Findlay
St. Paul, MN

Mr. Charlie Fitzpatrick
St. Paul, MN

Mr. William Fleischman
Duluth, MN

Mr. Steve Frazier
Minnetonka, MN

Mr. Dick Gastler
Duluth, MN

Mr. James Gay
Worthington, MN

Ms. Mary Jo Gay
St. Francis, MN

Ms. Gwendolyn Gentry
Minneapolis, MN

Prof. Orlone Gisselquist
Minneapolis, MN

Mr. Julian Grev
Edina, MN

Mr. Gary Gromer
Pipestone, MN

Ms. Susan Gross
St. Louis Park, MN

Ms. Rita Gundacker
Apple Valley, MN

Ms. Nelda Gustafson
St. Louis Park, MN

Mr. James Hahn
Robbinsdale, MN

Ms. Fran Haley
Washington, D.C.

Mr. Ed Hammersten
Edina, MN

Ms. Rita Hanoff
St. Cloud, MN

Mr. Don Hansen
Hutchinson, MN

Mr. James Hanson
Bloomington, MN

Mr. Bill Hare
Cohasset, MN

SOCIAL STUDIES CONTRIBUTORS

Ms. Virginia Hartse
Minneapolis, MN

Mr. Michael Haumrickhouse
St. Paul, MN

Dr. Robert Hendricks
St. Cloud, MN

Mr. Gerald Hentges
Chisholm, MN

Mr. Dave Herzig
Minnetonka, MN

Mr. Dewey Hinderman
Hopkins, MN

Ms. Elfrieda Hintze
Minneapolis, MN

Mr. Bill Hobson
Hopkins, MN

Ms. Ann Hoehn
Milaca, MN

Ms. Gertrude Hoff
St. Louis Park, MN

Ms. Dorothy Hoffman
Minneapolis, MN

Ms. Helen Holm
Spring Grove, MN

Mr. David Holman
Morris, MN

Mr. Jack Houge
St. Cloud, MN

Ms. Marlys Hubbard
Minneapolis, MN

Mr. Alvin Husom
Pequot Lakes, MN

Mr. Gregg Iverson
Coon Rapids, MN

Mr. Bruce Jasper
Robbinsdale, MN

Ms. Janet Jeffrey
Rochester, MN

Mr. Fredrick Johnson
St. Paul, MN

Ms. Tiana Kinstedt
St. Paul, MN

Mr. Tony Knapp
Mankato, MN

Mr. Norman Knuttila
Grand Rapids, MN

Mrs. Zada Koblas
Minneapolis, MN

Mr. Richard Koch
Minneapolis, MN

Ms. Kathy Koebensky
St. Paul, MN

Ms. Elizabeth Koenig
Minneapolis, MN

Ms. Karen Kooda
Anoka, MN

Mr. Robert Kraftson
Hastings, MN

Mr. Dennis Kramer
Buffalo, MN

Ms. Dorothy Kueker
Rochester, MN

Mr. Fred Kunze
Moundsview, MN

Dr. David Lanegran
St. Paul, MN

Mr. Thomas Lapp
Red Lake, MN

Ms. Sally LeClaire
Minneapolis, MN

Mr. Russell Lee
Staples, MN

Ms. Pamela Leindecker
New Hope, MN

Mr. William Leslie
Minneapolis, MN

Ms. Linda Lewis
Burnsville, MN

Mr. Richard Lyttle
Thief River Falls, MN

Mr. Joe Malevich
Aitkin, MN

Ms. Melody Mafi
Minneapolis, MN

Mr. Robert Marcotte
Brooklyn Park, MN

Dr. John Massmann
St. Cloud, MN

Ms. Roxinne Matthews
St. Louis Park, MN

Ms. Carol Mattison
North St. Paul, MN

Ms. Patricia McCauley
Minneapolis, MN

Mr. Bill McCracken
West Lafayette, Indiana

Ms. Corinne Melvin
Rochester, MN

Mr. Howard Mielke
St. Paul, MN

Mr. Russ Miller
Minneapolis, MN

Mr Bill Mittlefehldt
Anoka, MN

Mr. Jerry Monnon
Fergus Falls, MN

Mr. David Moore
Minneapolis, MN

Mr. Joe Moren
Hibbing, MN

Ms. Ruth Ann Morgan
Rochester, MN

Ms. Katherine Morrow
Onamia, MN

Mr. John Mueller
St. Paul, MN

Ms. Laura Myers
Mankato, MN

Mr. Jeffrey Newell
Minnetonka, MN

Sr. Andre Nilles
St. Paul, MN

Ms. Nancy Norton
Osseo, MN

Mr. Ron Nuebal
Northfield, MN

Prof. Bill Nunn
St. Cloud, MN

Mr. Larry Nygaard
Mound, MN

Mr. Jonathan Oleson
Duluth, MN

Mr. Jim Olson
St. Paul, MN

Ms. Lynn Owens
Minnetonka, MN

Dr. Lorraine Palkert
South St. Paul, MN

Ms. Anne Parkinson
St. Paul, MN

Mr. Kenneth Peterson
Anoka, MN

Mr. Ronald Petrich
Minneapolis, MN

SOCIAL STUDIES CONTRIBUTORS

Mr. Mel Pibal
Minneapolis, MN

Dr. Gerald Pitzl
St. Paul, MN

Dr. Edward Pluth
St. Cloud, MN

Mr. Robert Pokorney
Duluth, MN

Mr. Ronald Poukert
Rochester, MN

Mr. Fred Price
Moundsview, MN

Ms. Laure Puckett
Minneapolis, MN

Mr. Brian Richards
North Branch, MN

Mr. Robert Richardson
Austin, MN

Mr. Roland Ring
Elk River, MN

Mr. D. Bruce Robb
St. Paul, MN

Ms. Cynthia Rogers
Minneapolis, MN

Dr. Bruce Romanish
St. Cloud, MN

Mr. Ken Rood
Eden Prairie, MN

Mr. David Rossetter
Knife River, MN

Mr. Bob Sack
Minneapolis, MN

Ms. Jane Sage
Warroad, MN

Mr. Mark Salberg
Cambridge, MN

Mr. Robert Salo
Cambridge, MN

Ms. Roberta Saunders
Minnetonka, MN

Ms. Mae Schunk
Inver Grove Heights, MN

Mr. Bob Seikkula
Minneapolis, MN

Ms. Terrie Shannon
Duluth, MN

Mr. Richard Sherman
Rochester, MN

Ms. Mary Jo Skaggs
Maplewood, MN

Ms. Margaret Skibbe
Edina, MN

Mr. Christian Skjavold
Minneapolis, MN

Mr. Harold Skogren
Elk River, MN

Dr. Lee Smith
St. Louis Park, MN

Ms. Mary Eileen Sorenson
St. Paul, MN

Mr. Richard Stebbins
Forest Lake, MN

Mr. Allen Stern
Golden Valley, MN

Ms. Jean Stilwell
Minneapolis, MN

Mr. Jon Strauss
Villard, MN

Mr. Donovan Strickland
Minneapolis, MN

Mr David Strutz
St. Cloud, MN

Dr. Patrick Struve
Marshall, MN

Mr. Rick Temple
Alexandria, MN

Mr. Rick Theisen
Osseo, MN

Mr. Paul Theobald
Fairfax, MN

Mr. David Thofein
St. Paul, MN

Mr. Gary Thomas
Elbow Lake, MN

Mr. Bob Todd
Rochester, MN

Mr. Frank Trejo
Minneapolis, MN

Mr. Gene Uhlenhopp
White Bear Lake, MN

Mr. Bill Urbanski
White Bear Lake, MN

Dr. Gilbert Valdez
St. Paul, MN

Mr. Ron Vangas
St. Paul, MN

Mr. Michael Vick
Inver Grove Heights, MN

Mr. Gerald Vitalis
Minneapolis, MN

Ms. Mary Von Evera
Duluth, MN

Mr. Roger Wangen
St. Paul, MN

Ms. Joyce Watrud
North St. Paul, MN

Dr. John Welckle
Burnsville, MN

Dr. Mark Welter
Robbinsdale, MN

Dr. Edith West
Minneapolis, MN

Mr. James Whittington
Oakdale, MN

Ms. Mariel Wolter
Burnsville, MN

Dr. Bob Woyack
Columbus, OH

Mr. Dale Zellmer
Anoka, MN

Ms. Jackquline Zerr
Marshall, MN

Mr. Peter Ziegler
Montevideo, MN

Mr. Garry Zonnefeld
Edgerton, MN

Chapter 1

Social Studies Education

Minnesota State Board of Education

Education Values, Learner Values, Philosophy, Mission and Goals

Chapter One

Minnesota State Board of Education

Values, Philosophy, Mission, and Goals

School districts nationwide, and certainly in Minnesota, are constantly striving to improve the learning experiences they provide students. The last two or three decades have seen heightened interest in improving all parts of the education process, including appropriate involvement of students, parents, and the community at large.

The documents that constitute the Minnesota Department of Education's *Coordinated Model for Educational Improvement* incorporate many of the concerns expressed and issues addressed by the public, Legislature, and in reports on the state of public education. One of these documents, titled *Goal and Outcome Specification Process,* suggests a set of procedures for appropriate involvement of the public. These procedures include public participation on the development of statements of values, philosophy, mission, and learner goals. These sets of statements are a hierarchy of increasingly specific concepts ranging from values, the most general, to learner goals, the most specific, that give form and direction to public education. Given this hierarchy, staff skilled in subject matter and the profession of teaching can develop very specific learner outcomes for each subject area.

The following sets of statements were adopted by either the Minnesota State Board of Education or the Minnesota State Legislature for two purposes. First, they provide a model for use by communities and school staff as they strive to improve the learning experiences they provide for residents. Second, they are the hierarchy used by Department staff and teams of educators as they develop model learner outcomes for each subject area. The *Mission Statement for Public Education* adopted by the Legislature gives explicit direction to public schools. The State Board Curriculum Rule 3500.1060 adopted February 1990 lists the learner goals which must be incorporated into each district's goal statements. All other parts of this document are models, suggestions for the consideration of residents and professionals in each district.

Education System Values

We believe the following values are preeminent for the education system. These attributes are to be reflected in all educational programs and operations.

Accountability – A condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of learning.

Effectiveness – A condition in every school whereby each accomplishes its mission at a performance level defined by learners, parents, citizens of the community and state, and their representatives.

Efficiency – A condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

Excellence – A condition in every school whereby the highest possible standards for performance are expected of all students and staff.

Flexibility – A condition in every school which results in meeting the needs of learners through sensitive and creative responses to changing circumstances.

Human Equity – A condition in every school which offers equal opportunity and appropriate individualized support to each staff member in employment and professional growth and to each learner in the educational process. Also, a condition which fully, fairly, and accurately portrays various cultures, races, and genders in the instructional program.

Responsibility – A condition in which the school recognizes that the parent has primary responsibility to assure the child is educated, and in which a partnership exists between the school, community, parent, and the learner to identify the learning goals and needs of the child or adult learner and provide appropriate learning opportunities through which those goals can be met.

Responsiveness – A condition in every school whereby diversity of personal and group needs and aspirations are expected, accepted, encouraged, and routinely addressed.

System Equity – A condition in the education system whereby each school is provided with the resources necessary to assist all learners in achieving excellence.

Wholeness – A condition in every school whereby each gives necessary and appropriate consideration to the potential career needs. spiritual, social, emotional, and physical growth of each learner and staff member as it designs and implements educational programs.

Visionary – A condition in the education system whereby emerging trends which will affect the knowledge and skills required to be a successful adult are examined and the knowledge gained is used to produce appropriate changes in the system's course content, procedures, and goals for learners.

Learner Values

We believe helping students develop the following values is a primary purpose of education.

Accountability – A quality in individuals whereby each knows, understands, and accepts the impact and consequences of personal actions and decisions.

Citizenship – A quality in individuals whereby each has an understanding, appreciation, and support of the institutions of American government and society, and a willingness and ability to participate in the democratic process and in socially beneficial service activities.

Compassion – A quality in individuals whereby each is sensitive to the conditions affecting the lives of others and each has the commitment to assist others when appropriate and possible.

Competence – A quality in individuals whereby each attains maximum levels of knowledge, skill, and affect commensurate with his or her potential.

Cooperativeness – A quality in individuals whereby each interacts with others in a manner that mutually benefits all participants in the interaction.

Creativity/Flexibility – A quality in individuals whereby each acts or expresses self in new, improved, or unique ways.

Ethics – A quality in individuals whereby each displays consistent personal and professional integrity and an acceptance of the responsibility to act for the benefit of all learners.

Honesty – A quality in individuals whereby each is fair and straightforward in the conduct of human interaction.

Learning – A condition in individuals whereby each continually strives throughout life to learn more and to increase personal levels of fulfillment and competence in human endeavors.

Problem Solving – A condition in individuals whereby each has the ability to identify, frame, and propose new, improved, or unique solutions to existing and emerging problems.

Responsibility – A quality in individuals whereby each strives to fulfill the obligations of economic self–sufficiency and active commitment to the common good of society.

Self–Acceptance – A quality in individuals whereby each has a positive self–image, through assertion of rights, holding personal, physical, and emotional well–being as an ideal, accepting personal talents with humility, and personal limitations with the resolve to improve where possible and accept where necessary.

Spirituality – A quality in individuals whereby each recognizes and accepts the importance of nurturing one's inner spirit, that creative force that transcends the human and the material.

Thinking – A condition in individuals whereby each continually strives to improve personal skills for mental manipulation of sensory perceptions to form knowledge, thoughts, reason, and judgments.

Minnesota State Board of Education
Philosophy of Education

We Believe . . .

. . . Every person can learn.

. . . Learning is a lifelong process.

. . . Every person must understand and accept self before he or she can become a contributing member of society.

. . . Each person has gifts which the education program must seek, identify, and help to maximize.

. . . Advancement of the human race requires individuals who are honest, responsible, compassionate, cooperative, creative, and competent.

. . . The state and local communities have a shared responsibility to assist each person in learning.

. . . Each community has a shared responsibility with parents for meeting the needs of each child.

. . . The community and its school system must continually look to and strive to meet the future education needs of society.

. . . The education system must assist each person to become functional in an increasingly global and interdependent world.

. . . The education system must lead people to value and accept a wide diversity in human behaviors, sophistication, and values.

. . . The education system must maintain high standards for responsiveness, human equity, and system equity in the provision of educational opportunities.

. . . Decisions regarding planning, implementing, and maintaining learning opportunities must be vested as close to the individual learner as efficient use of public resources allow.

. . . School systems must implement programs that stress the intellectual development of each learner in concert with the spiritual, social, emotional, and physical development of the learner.

. . . School systems must model and nurture creativity in learners.

. . . School systems must maintain opportunities for all learners to develop competence in personally selected areas of human development.

. . . Professional educators have a responsibility to remain current with evolving knowledge about human growth and development, learning theory, and knowledge of subject matter.

. . . Professional educators and elected or appointed education policymakers have a responsibility to account to the public for the excellence of their efforts.

. . . Professional educators and elected or appointed education policymakers have a responsibility to use public resources prudently and efficiently.

. . . Staff employed in schools must model the behaviors they are assisting learners to develop.

Mission for Public Education

As adopted by the Minnesota Legislative Commission on Public Education and enacted into law, Chapter 240, Laws of 1985

The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

Mission of the Minnesota State Board of Education

The Minnesota State Board of Education will provide the vision, advocacy, and leadership to improve significantly the quality of education throughout the state.

Mission of the Minnesota Department of Education

The Minnesota Department of Education provides leadership, service, and regulation to maintain and improve an equitable, uniform, and quality system of public education for all learners.

The Department provides leadership as an advocate for education by defining quality education and by seeking the resources necessary to meet the needs of all learners.

The Department provides service through informational and technical assistance that will improve the productivity and performance of students and staff, and provide opportunities for the development of the potential of all learners.

The Department regulates education by maintaining, interpreting, and enforcing Minnesota State Board of Education rules, and state and federal laws.

Minnesota State Board of Education

Learner Goals

Learner goals are a series of statements that describe the knowledge, skill, processes, values, and attitudes that a learner can expect to achieve as a result of active participation in K–12 public education. They are based on the presumed current and future intellectual, social, emotional, physical, and career/vocational needs of students and adults in contemporary society.

Each district shall use the learner goals contained below as the basis for defining program–level learner outcomes that are directly reflected in the district's course and program offerings.

A. To effectively participate in learning activities, each learner will:

1. master reading literacy to gather information and data, gain perspective and understanding, and as a leisure activity;
2. master writing to explain, describe, and express a point of view and feelings;
3. master listening to gather information and data and gain perspective and understanding;
4. master speaking to explain, describe, express a point of view and feelings, and to discuss an issue;
5. master numerical literacy to apply mathematical functions to life situations;
6. master the use of a variety of tools, including electronic technology, to enhance learning;
7. master viewing and observing to gather information and data, and gain perspective and understanding; and
8. apply skills in self–expression through visual and performing arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding to:

1. participate in lifelong learning;
2. live within local, state, national, and world political and social structures;

3. examine personal beliefs and values and their relationship to behavior;

4. make ethical and moral decisions;

5. be a responsible citizen of the community, nation, and the world;

6. practice stewardship of the land, natural resources, and environment;

7. know the impact of human life on nature and the impact of natural phenomena on human life;

8. express self through artistic creation;

9. know career options and the general education requirements for each;

10. know world and national economic conditions to make informed decisions on consumer products, occupations and career needs, and use of resources;

11. select or prepare for a series of occupations that will personally satisfy and suit one's skills and interests;

12. manage personal affairs;

13. understand the physical world using systematic problem-solving strategies:

14. communicate and relate effectively in a language and about a culture other than one's own; and

15. know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

1. compare, differentiate, and relate information and facts and apply knowledge;

2. combine various facts, situations, and theories to formulate new and original hypotheses or to develop new solutions;

3. critique and make judgments about materials, conditions, theories, and solutions;

4. generate and value creative alternatives; and

5. apply the concepts and processes of science.

D. To value, understand, and accept human interdependence, each learner will be able to:

1. seek interactions and feel comfortable with persons who are different in race, religion, social level, or personal attributes;

2. understand the basic interdependence of the biological and physical resources of the environment;

3. understand the interrelationships among complex organizations and agencies in modern society;

4. understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.

E. To value, understand, and accept the diversity of humankind, each learner will be able to:

1. base actions and decisions on the knowledge that individuals differ in many ways;

2. base actions and decisions on the knowledge that values and behaviors differ from one social group to another;

3. base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the societies in which they were learned;

4. judge other's actions with an understanding of the personal and social context of that action;

5. accept that there is more than one way of being human;

6. base actions and decisions on the understanding that as individuals move from one society to another they can learn lifestyles and can learn to behave appropriately in different social contexts; and

7. act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

F. To address human problems through group effort, each learner will develop the knowledge, skills, values, and attitudes essential to:

1. act in accordance with a basic ethical framework incorporating the values that contribute to successful community life such as honesty, fairness, compassion, and integrity;

2. understand the importance of working in groups to achieve mutual goals; and

3. be able to provide leadership in resolving personal and societal issues.

G. Each learner will be able to effectively resolve conflicts with and among others by:

1. assuming responsibility to form productive and satisfying relationships with others based on respect, trust, cooperation, consideration, and caring for other persons;

2. acting on the belief that each individual has value as a human being and should be respected as a worthwhile person; and

3. resolving conflict in the manner most beneficial to society.

H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origins:

1. understanding the origins, interrelationships, and effect of beliefs, values, and behavior patterns in world cultures;

2. understanding one's own culture and historical heritage through the literary, aesthetic, and scientific traditions of the past;

3. being familiar with the ideas that have inspired and influenced humankind; and

4. understanding the manner in which heritages and traditions of the past influence the direction and values of society.

I. Each learner will develop a positive attitude toward self, demonstrated through:

1. a feeling of positive self–worth, security, and self–assurance;

2. a willingness to live with one's strengths and weaknesses;

3. a basic understanding of one's own body, its systems and physiology, and a positive attitude toward one's own physical appearance;

4. understanding that efforts to develop a better self contribute to the development of a better society;

5. understanding that self–concept is acquired by interaction with other people; and

6. appropriate control or release of emotions.

J. To set and achieve personal goals, each learner will develop the ability to:

1. select appropriate personal learning goals;

2. make decisions about one's life;

3. plan, act, and organize to realize one's goals;

4. accept responsibility for personal decisions and actions;

5. work now for goals to be realized in the future; and

6. select viable alternatives for actions in changing circumstances.

K. To cope with change, each learner will develop the ability to:

1. initiate appropriate change while respecting existing structures and concepts;

2. tolerate ambiguity;

3. understand that coping with change is a lifelong process;

4. understand and accept the changing nature of work and the potential need to change careers several times;

5. use career information and counseling services to make informed and satisfying vocational choices; and

6. understand that all knowledge is tentative and that as new discoveries are made the knowledge base grows.

L. To lead a healthy and fulfilling life, each learner will:

1. assume responsibility for one's own physical and mental health and safety by establishing a daily regime of health behaviors that will maintain mental and physical health and motor fitness;

2. make informed decisions about health products and services;

3. make a lifestyle that promotes healthful family living;

4. understand public health measures and their effect on the individual, family, community, and environment; and

5. be able to enjoy play–skill activities that include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self–satisfaction.

M. To lead a productive life and actively contribute to the economic wellbeing of our society, each learner will develop the work readiness skills of:

1. applying the basic skills of communications, computation, and scientific principles to real–life situations in a technological society;

2. defining and interpreting the nature of the work force in terms of one's own challenges and opportunities;

3. leadership and citizenship necessary to succeed as an active agent in a changing work force;

4. understanding employment opportunities, job seeking and keeping, and specific work as they relate to transition from school to economic productivity;

5. developing pride in good work and expecting quality in products and services; and

6. adopting a positive attitude toward work, including the acceptance of the necessity of making a living and an appreciation of the value and dignity of work.

Chapter 2

Social Studies Education

Introduction

Goals

Program Level Learner Outcomes

Chapter Two

SOCIAL STUDIES EDUCATION BELIEFS STATEMENT

Over the years, social studies educators, to guide social studies thinking and actions, have supported brief and vague philosophical statements that permitted each K–12 social studies teacher to do her or his own thing. As a result, we have experienced a period of curriculum anarchy and student performance tests consistently show poor performance. With the Minnesota State Board's new outcome–based education plans, the Board will drop all current requirements resulting in each district's social studies department negotiating with local boards and administrators over future social studies program offerings. To improve local decisions and program offerings, we recommend a much more detailed belief statement that clearly states the intent, rationale, and content of a quality K–12 social studies program. Below you will find a carefully drafted model developed by the Minnesota social studies teachers and professors who have served on the last two statewide committees. We encourage you to use it in part or in total if it captures your committee's beliefs.

VISION

Social studies education is committed to preparing enlightened and empowered individuals to be humane, rational, participating citizens in a multicultural and interdependent world. Social studies education provides a structured school and community focus for the preparation of citizens in a democratic society. A commitment to foster human dignity, a variety of thinking processes, and caring attitude is key to the organization of the social studies curriculum. The goal is not only preparation for participation as an adult member of the community, society and world, but to engage children and youth in active participation now—to enhance their lives and communities today and in the immediate future.

THE MISSION

A quality social studies program results when each teacher models, connects, and reinforces concepts, skills, and attitudes to ensure individual development. This requires serious attention to instructional issues and strategies, with special attention to individualization, learning styles, in–depth experiences, and democratic practices. Each individual needs to develop dispositions, perspectives, and habits of mind for independent and interdependent thinking.

Effective social studies programs must prepare young people who can identify, understand, and work to solve the problems and controversial issues that face our increasingly diverse nation and the interdependent and evolving integrated world. Organized according to a professionally designed scope and sequence, such programs:

1. Begin in pre–school, continue throughout life, and include carefully identified learner outcomes and sequentially developed learning experiences at the elementary and secondary levels.

2. Encourage and recognize democratic student behaviors daily.

3. Foster individual, social, and cultural identity.

4. Include observation of and participation in the school and community as part of the curriculum, including service opportunities.

5. Enable students to explore alternative perspectives on significant and controversial issues.

6. Enable students to make viable decisions.

7. Demand appropriate standards of performance and assess student success by means that require more than the memorization of information.

8. Depend on caring, creative teachers broadly prepared in the humanities, the social sciences, educational theory and practice; teachers who are provided group planning time and staff development experiences to continually improve the student's K–12 social studies program.

9. Use the community as a resource base for program development and student involvement.

Definitions

Social studies is a basic subject of the K–12 curriculum that:

1. Derives its goals from the nature of participation in a democratic society closely linked to all peoples.

2. Draws its content primarily from human experience and the scholarly perspectives of anthropology, economics, geography, history, political science, psychology, sociology, and, to some extent, from the humanities and the natural sciences.

3. Is taught in ways that reflect an understanding of the personal, social, and cultural experiences of learners and an understanding of developmental processes.

An enlightened, caring, and empowered citizen may be defined as an informed person, skilled in the processes of a free society, who is committed to democratic values, is able, and feels obliged to participate in social, political, and economic processes and who accepts responsibility for the human condition.

The times require citizens whose participation in the social arena includes three fundamental perspectives: a pluralist perspective, a global perspective, and a participatory perspective.

At the heart of the **pluralist perspective** is a disciplined respect for human differences of all sorts, but particularly of opinion and preference, of race, religion, and gender, of ethnicity and, in general, of culture. This perspective is based on the realization that there is diversity among people and the conviction that this diversity is good. From this perspective, one seeks to understand and appreciate the multiplicity of cultural and subcultural differences among peoples. From this perspective, one regards the existence of ethnic and philosophical differences not as a problem to be solved, but as a healthy, inevitable, and desirable quality of democratic group life. From this perspective came the founders' determination to protect minorities from the majority.

The **global perspective** is the knowledge, skills, and commitments needed to live and contribute effectively to a world possessing limited natural resources and characterized by ethnic diversity, cultural differences, and increasing connections among countries and people of the world. An international or global perspective means viewing the world and its people with understanding and concern. Understanding requires knowledge of and respect for the differences and similarities of the world's people and how they exchange goods, services, and ideas. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful solutions to global problems.

The **participatory perspective** involves competent and caring participation in social, political, and economic processes, as well as an ongoing critique of those processes. Committed to democratic beliefs, the constructive citizen questions the congruence of existing processes with the principles of freedom, justice, equality, responsibility, privacy, and diversity. Constructive citizenship is, therefore, more than the passive, uncritical acceptance of the status quo. It includes the ability to see the "taken–for–granteds" in public affairs, to examine accepted practices, to engage in dialogue with others about the public and private good, and to conceive new arrangements and ways of viewing the future that may be more compatible with democratic values and beliefs. It includes, too, the courage to take an unpopular position in the face of overwhelming social pressure to conform. Without constructive, caring citizens in the past, it is likely that many previously accepted practices, such as patronage, the harassment of religious minorities, discrimination of people with disabilities, and the disfranchisement of women, blacks, and other cultural minorities, would never have been questioned and, to a degree, corrected.

These three perspectives are themselves interdependent and together shape the quality of the citizen's participation in public life. Cultivating citizens is the special assignment of social studies education, and fulfilling this assignment is the central professional challenge faced by social studies educators today.

The foregoing definition focuses the purposes of social studies on citizenship education. It recognizes the need to deal with social studies content from a global perspective. Although it identifies the social sciences, humanities, and natural science as major sources of subject matter, it does not make the study of these disciplines an end in itself. Finally, the emphasis is on teaching procedures and content that are linked to the personal experiences of the learners, knowing today's students will live most of their lives in the twenty–first century.

Human dignity is a core upon which all values are constructed. In American society, human dignity has long been sought through the struggle to implement such ideas as due process of law, social and economic justice, democratic decision making, free speech, religious freedom, self–respect, and group identity. The idea of human dignity is dynamic and complex, and its definition likely to vary according to time and place. The essential meaning, however, remains unchanged; each person should have opportunity and responsibility to know, to choose, and to act. From this perspective, the idea of human dignity should extend to all people.

Thinking processes refer to any systematic intellectual efforts to generate, validate, or use knowledge. The power of thought resides in the explicit recognition of the opportunity to decide for oneself, in accord with the evidence available and the values one chooses. Therein lies the link between human dignity and the thought processes.

But without action, knowledge, or thought, the belief in human dignity or commitment to global perspective is not of much consequence. It is essential that these major goals be viewed as equally important; ignoring any one of them effectively weakens a social studies program. The relationship among knowledge, beliefs, values, and skills is one of mutual support. Each facilitates development of the others, and, in combination, they lead to effective participation in public affairs. Thus, a balance in emphasis is necessary.

Remember to provide inservice or professional development for your local policymakers specifically on how social studies education has changed since they were in school. The above statements and the following learner outcomes can be very helpful in this education.

Chapter 3

Social Studies Education

Concept Level Learner Outcomes

Essential Learner Outcomes

Chapter Three

Identifying learner outcomes for social studies education, a subject that traditionally provided thirteen years (K–12) of instruction and focused on citizenship development involving the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology was no easy task. The review committee struggled for over a year to arrive at the following outcomes. This list contains only the program level outcomes and essential learner outcomes which include ONLY about one third of the total list of social studies learner outcomes. The full list of the 1987 outcomes is included in the Appendix of this document. The 1990 social studies review committee reduced the number of categories of outcomes or program level outcomes resulting in the shifting of many learner outcomes from one 1987 category to another 1990 category.

The outcomes are also referenced to:

State Board Rule 3500.1060

Learner Goals (found in Chapter 1 of this document)

- the cognitive (knowing, applying, and integrating) psychomotor and affective development domains
- State Board Rule 3500.0550
  - * multicultural
  - * gender fair
  - * disability aware and

State Board Rule 3500.1075 (subject areas to be integrated)

- * career and work readiness
- * environmental issues
- * family life and parenting
- * information technology
- * international perspectives
- * media
- * youth services

SOCIAL STUDIES PROGRAM LEVEL AND ESSENTIAL LEVEL LEARNER OUTCOMES

Social studies education provides a structured school and community focus for the preparation of caring, rational, participating citizens in pluralistic and interdependent communities.

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK

Opportunities will be provided for each student to:

B.1, D.4, F.1, G.2

A. Develop a reasoned and caring commitment to individual rights, freedoms, and responsibilities that protect and promote human dignity by:

1. participating in an ongoing evaluative effort to define, interpret, and apply the rights of of the individual, including the rights to:

   a. life
   b. liberty
   c. pursuit of happiness
   d. dignity
   e. security
   f. equality of opportunity
   g. justice
   h. privacy
   i. ownership of property
   j. health

2. participating in an ongoing evaluative effort to define, interpret, and apply the freedoms of the individual including the freedom of/to:

   a. participate in the political process
   b. worship
   c. thought
   d. conscience
   e. assembly
   f. inquiry
   g. expression

3. participating in an ongoing evaluative effort to define, interpret, and apply the responsibilities of the individual to:

   a. respect human life
   b. ensure the rights of others
   c. be tolerant
   d. be honest
   e. be compassionate
   f. demonstrate self–control
   g. participate in the democratic process
   h. work for the common good
   i. respect the property of others

The development and concept emphasis of
Knowing
Applying
Integrating
Affective
Disability Sensitive
Multicultural
International/global
apply to all essential learner outcomes

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	4. participating in an ongoing evaluative effort to define, interpret, and apply the beliefs that: a. societies need laws that are respected by the majority of the people b. minorities' rights are protected c. government is elected by the people d. government, groups, and individuals respect and protect individual rights e. government, groups, and individuals respect and protect individual freedoms f. government, groups, and individuals guarantee civil liberties g. government, groups, and individuals work for the common good.	Youth Service Career and Work Readiness	
B.1, 2, 3, 4, 5 6, 7, K.1	**B. Develop a pluralist perspective for understanding and acting to protect individual and group differences locally, nationally, and globally by:**		
	1. demonstrating respect for human differences, particularly differences of opinion and preference; of race, religion, disability, and gender; of ethnicity; and, in general, of culture 2. demonstrating awareness that the existence of ethnic and philosophical differences is healthy, inevitable, and desirable in democratic group life, rather than seeing differences as "a problem" 3. demonstrating understanding that global perspectives require a view of the world as ethnically and culturally diverse with increasing cross–cultural and cross–national connections among all peoples of the world, while at the same time viewing the world's people with understanding, caring, and concern 4. seeking knowledge of the values, beliefs, and objective conditions that are the bases for conflict among groups within the local community, the nation, and in the international arena 5. making sensitive, reasoned judgments about the legitimacy of conflicting claims at all levels of human organization	The development and concept emphasis of Knowing Applying Integrating Affective Disability Sensitive Multicultural Gender Fair International/Global apply to all essential learner outcomes	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	6. making decisions which reflect thoughtful and compassionate regard for others when dealing with conflicting claims at all levels		
	7. cooperating with others toward common goals; rejecting unthinking conformity by:	Career and Work Readiness Youth Service	
	a. accepting own share of responsibility for the work of a group; participating actively without trying to dominate the group		
	b. abiding by rules of a social organization unless one can get the majority to change them		
	c. acting and talking in such a way as to promote effective common action; searching for points of agreement; being considerate of other people's feelings without giving up own principles.		
	8. supporting freedom of thought and expression or those with whom one disagrees as well as for oneself and those who agree by:		
	a. speaking out for freedom of thought during class discussions or in other school activities	Youth Service Media Environmental	
	b. writing letters, joining organizations supporting the freedoms, or in other ways taking action to indicate support for freedom of expression (or dissent?).		
	9. valuing and acting to protect due process by:		
	a. supporting due process in discussions and case studies in and outside of class		
	b. joining organizations or in other ways supporting movements to protect those denied due process.		
	10. accepting the will of the majority until due process can be changed by peaceful means or no avenues remain open for peaceful change		
	11. feeling a sense of responsibility for taking informed action about issues confronting one as an individual, and as a member of a group, the school, the community, the nation, and the world by:		

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK

a. formulating plans for action after studying an issue, analyzing causes, and considering alternative courses of action

b. acting upon carefully formulated plans; joining with others to help solve group problems

12. accepting the responsibilities, as well as the rights and privileges of United States citizenship

13. valuing change as a means of achieving goals but not equating change with progress; evaluating alternatives in terms of probable consequences of action.

A.1, 3, B.3, 5
C.1, 2, 3, 4, M.3

C. Develop habits of mind for independent and interdependent thinking; apply rational and caring ways of decision making for participation in an open democratic society by:

1. using reflective thinking for:

   a. identifying major issues and suggesting possible alternative solutions to situations by:

      1) finding central elements, ideas, and themes
      2) applying different ways of thinking
      3) stating the key issues clearly
      4) formulating testable hypotheses

   b. gathering information by:

      1) observing
      2) analyzing a variety of sources
      3) evaluating and using sources in terms of their strengths and weaknesses
      4) compiling, organizing, evaluating, and reporting information

   c. processing information by:

      1) analyzing ideas and events
      2) comparing ideas and events on the basis of similarities and differences

The development and concept emphasis of
Knowing
Applying
Integrating
Affective
Disability Sensitive
Multicultural
Gender Fair
International/Global
Media
Environmental
Information Technology
apply to all essential learner outcomes

3) formulating appropriate, searching questions
4) classifying information into categories
5) interpreting information to arrive at general ideas
6) predicting from generalizations
7) communicating information and interpretations
8) revising information and interpretations on the basis of new findings, changing conditions, and new perspectives

d. making decisions by:

1) generating and considering alternatives
2) considering the consequences of each
3) justifying decisions in relationships to democratic principles
4) acting on decisions made
5) evaluating consequences (results) of the decisions made
6) reporting interpretations and conclusions
7) revising interpretations, conclusions, and decisions on the basis of changing conditions and new perspectives.

e. participating in groups by:

1) seeking clarification of values, feelings, suggestions, or ideas
2) taking turns summarizing and restating suggestions
3) using alternative roles in group participation
4) applying skills necessary for achieving a resolution of conflicts.

2. developing awareness of different ways life experiences are presented, processed, interpreted, and used by:

a. applying alternative cultural perspectives

b. applying intuition

c. identifying and exploring one's feeling-caring responses

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	3. applying knowledge and skills for responsible citizenship by:		
	a. demonstrating personal action to improve the quality of life of others in the immediate interpersonal community		
	b. making personally and socially responsible economic decisions		
	c. supporting representative democratic governance by law and opposing unjust application of law		
	d. applying understanding of the structure, functions, and processes of government at all levels when responding to public issues and human needs		
	e. using rational processes in dealing with personal and public issues.		
B.3, 4, B.12 F.2, 3, I.1, 2, 4 5, 6, J.1, 2, 3, 4 J.5, 6	**D. Create a dynamic concept of self as an active participant, responsible for one's actions in pluralistic and changing local, national, and global communities by:**		
	1. acquiring knowledge of the complexity involved in interpreting personal beliefs, making judgments, and acting on goals and values by:	The development and concept emphasis of Knowing Applying Integrating Affective Disability Sensitive Multicultural Gender Fair International/Global apply to all essential learner outcomes	
	a. defining and developing personal goals	Career and Work Readiness	
	b. expressing awareness of the relative strengths of oneself and the groups with which one identifies; recognizing the societal barriers to full development that may exist; suggesting ways to maximize one's effectiveness	Applying Integrating	
	c. examining one's own beliefs and values and the relationship between these and behavior		

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	2. maintaining and further developing a concept of self that demonstrates personal effectiveness in human relationships and attitudes necessary to communicate by:		
	a. demonstrating empathy, experiencing another person's feelings as one's own feelings		
	b. demonstrating caring for oneself and others as:		
	1) liking, enjoying, and appreciating oneself and others		
	2) being able to act to take care of oneself and others		
	3) caring about ideas, rules, and standards in terms of their value for personal well–being of self and others		
	c. being willing to take risks in relating with others as:		
	1) expressing feelings openly and honestly		
	2) risking disagreeing with others		
	3) soliciting perceptions from others about one's own behavior		
	4) risking displaying products of one's own work		
	5) seeking relationships with others		
	d. indicating by remarks and nonverbal behavior that s/he thinks s/he can succeed at a task that s/he feels good about by:		
	1) setting up goals and showing persistent effort to attain these goals	Career and Work Readiness	
	2) trying to do short–term educational tasks		
	e. listening to and weighing suggestions without reacting		
	f. feeling that s/he has some control over her/his own life as shown by the following behaviors:		

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	1) questioning authority when anyone is treated unjustly by that authority 2) making judgments about participation in activities with respect to one's own needs, interests, and abilities 3) developing patterns of self–direction	Career and Work Readiness	
	g. demonstrating political and social efficacy. (Demonstrating that s/he can influence political decisions and improve social conditions by:)		
	1) engaging in work with community agencies and youth service 2) participating in extracurricular school activities	Youth Service	
	h. expressing awareness of the physical, intellectual, cultural, and social conditions of human beings, and suggest ways these can be improved		
	i. demonstrating effective involvement in social interaction.		
A.2, 4, 7 K.2, 3, 6	**E. Develop an inquiring attitude toward local, national, and global issues, a commitment to open–mindedness, tolerance for ambiguity; and the ability to recognize the tentative nature of knowledge, process, and conclusions by:**		
	1. seeking knowledge of historical, cultural, and ethical perspectives for determining appropriate responses to emerging events	The development and concept emphasis of Knowing Applying Integrating Affective Disability Sensitive Multicultural Gender Fair International/Global apply to all essential learner outcomes	
	2. developing defensible responses to world affairs, applying an understanding of global interdependence, respect for diverse political and economic systems, and respect for human dignity and the rights of all individuals		
	3. demonstrating a willingness to change one's position on an issue given new information		
	4. being curious and informed about current issues by:		
	a. participating actively in discussions of current issues in and outside of the classroom	Youth Service	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	b. making remarks which indicate use of varied sources as well as the evaluation of such sources		
	c. applying social science concepts to current situations		
	d. raising questions about current problems, and/or expressing a need to go beyond current data to understand them		
	5. evaluating information and sources of information before accepting evidence and generalizations without prompting by others		
	6. being skeptical of theories of single causation and being equally skeptical of panaceas; applying this through discussion and writing		
	7. being skeptical of the finality of knowledge; considering generalizations and theories as tentative, always subject to change in the light of new evidences and applying this skepticism orally and in writing		
	8. valuing diverse ways of knowing about human behavior and emotions and indicating this orally or in writing and by the observed approach s/he uses in considering issues and questions.		
B.1, 2, 6, 7 B.10, 13, 15 C.1, 2, 3, 4 D.1, 2, 3, 4, 5 G.1, 2, 3, 4, K.6	**F. Apply an understanding of the interdependent and dynamic nature of humans and their social, economic, and political communities across cultures, time, and space by:**		
	1. demonstrating ways of understanding how specific elements of culture differ from society to society and are structured in terms of learned beliefs, values, and behavior patterns	The development and concept emphasis of Knowing Applying Integrating Affective Disability Sensitive Multicultural Gender Fair International/Global apply to all essential learner outcomes	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	2. demonstrating ways of identifying and understanding consequences of group influences on individuals in terms of life stage, social stratification, class, gender, and/or socially defined capabilities	Family Life and Parenting	
	3. demonstrating understanding of the ways an individual perceives others physically, psychologically, and socially and is influenced by the values and patterns of behavior of the groups to which belongs, aspires to, and identifies with	Youth Services	
	4. demonstrating an understanding of the diverse cultural experiences of women and men and how the impact of institutions and social norms differs depending on one's gender	Family Life and Parenting	
	5. demonstrating ways of understanding how institutions, such as family and religion relate to the basic needs of individuals in different contemporary and historical contexts		
	6. demonstrating ways of understanding the themes of location, place, region, movement, and human-environmental interaction locally and globally	Environmental	
	7. demonstrating understanding of the ways human beings from diverse cultures have migrated, adapted to, and modified their environments; explaining some reasons for their changes; and evaluating the effects of such changes	Environmental	
	8. demonstrating ways of understanding how local, regional, and worldwide events affect political and economic decisions made by individuals, communities, and nations in contemporary and historical societies		
	9. demonstrating understanding of how conflict functions at all levels, interpersonally to globally, and evaluating alternative ways of responding to conflict		

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK

10. demonstrating an understanding of and analyzing human rights and welfare issues by gender and class at all levels (from local to global), including, but not limited to: — Environmental

    a. resource depletion
    b. resource and income distribution
    c. environmental degradation
    d. population change
    e. economic and political well–being
    f. labor exploitation
    g. discrimination (i.e., racism, sexism, classism)
    h. abuse
    i. alienation
    j. violence

11. demonstrating an understanding of the ways people and events in the world are connected, including but not limited to: — Environmental

    a. ecologically
    b. economically
    c. politically
    d. socially
    e. technologically
    f. historically
    g. culturally
    h. ideologically
    i. religiously
    j. geographically

12. demonstrating an understanding that social science concepts and principles are mental constructs imposed on experiences; that they gain their power from their ability to explain and help organize "the facts"; and that these concepts, understandings, and analytical questions change as new knowledge and ways of thinking develop. These concepts include but are not limited to:

    a. Anthropology
        1. Culture
        2. Language
        3. Evaluation
        4. Institutions
        5. Inventions

    b. Economics
        1. Scarcity
        2. Consumption
        3. Opportunity Costs
        4. Production
        5. Interdependence

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK

c. Geography
   1. Location
   2. Movement
   3. Place
   4. Region
   5. Relationships within the Place

d. History
   1. Civilization, Cultural Diffusion, and Innovation
   2. Values, Beliefs, Ideas and Institutions
   3. Human Interaction with the Environment
   4. Comparative History of Major Developments
   5. Conflict and Cooperation
   6. Patterns of Social and Political Interaction

e. Political Science
   1. Citizenship
   2. Institutions
   3. Leadership
   4. Public Decision Making
   5. Ideology

f. Psychology
   1. Learning
   2. Personality
   3. Perception
   4. Values
   5. Needs

g. Sociology
   1. Culture
   2. Institutions
   3. Norms
   4. Groups
   5. Change

Chapter 4

Social Studies Education

Transposing Outcomes into the Curriculum

Chapter Four

A MODEL PROCESS FOR DISTINCT LEARNER OUTCOME DEVELOPMENT

PROGRAM PLANNING

Start planning your program at least one year prior to beginning a Progress Review by reading the following materials. Be sure to order them well in advance, it may take several weeks.

1. Be sure to read the six alternative scope and sequence essays in Social Education, November/December 1986. National Council for the Social Studies. (See Appendix)

2. Subscribe to: *Social Education,* National Council for the Social Studies (see Appendix); or *The Social Studies,* Heldref Publications. (See Appendix)

3. See attached. *Building A History Curriculum...* Bradley Commission... Educational Excellence Network, Washington D.C.

4. *Guidelines for Geographic Education,* National Council for Geographic Education. (See Appendix)

5. *Charting a Course: Social Studies for the 21st Century,* National Commission on Social Studies in the Schools. (See Appendix)

Organizing The Big Picture

1. Set out a **plan**, however tentative, before planning inservice, writing any curriculum, or reviewing materials for purchase. Include a timetable, available resources, and a list of who is responsible for what. (See Appendix for a model form.) Identify related opportunities, e.g., Planning, Evaluating, Reporting (PER), North Central Evaluation, international focus, Inclusive Education Rule focus, environmental focus.

2. Consider **all** of the following components when developing a comprehensive plan:

   - **pre–planning** – background reading, professional journals, and reports;

   - **program development** – previously written scope and sequence and vision and mission statements for the disciplines; learner outcomes (LO), essential learner outcomes (ELO), program outcomes, board goals, required offerings, rules, outcome based education (OBE), and student assessment and program evaluation results;

   - **learning/teaching** – process of organizing for introduction, reinforcement, and maintenance of learner outcomes;

- **staff development** – involving appropriate staff in strategies for assessing, extending, and teaching the written curriculum;

- **teaching/learning environments** – "climate," includes class size, administrative/peer support, physical room arrangement, school as a concept, etc.;

- **teaching/learning materials** – texts, software, supplementary, simulative, visual, and print news services, etc.;

- **communication** – how to get information about stages of program planning involvement to all people affected by it and how to get appropriate responses including the curriculum advisory committee and school board; and

- **evaluation** – how to determine whether the program works

3. Provide effective leadership:

   - committee chairs with the time, training, experience, resources, support, and authority to complete the task well;

   - committee members who have collegial respect and communicate well; possibly a mix of new and experienced teachers and others;

   - committee members who know "up front" what their support responsibilities, time commitment, and resources are; and

   - a committee that is small enough to be manageable, but large enough to be representative of the groups affected by the curriculum work (teachers, administrators, parents, and students).

4. Don't be concerned if some steps overlap. Concurrence is a natural part of program planning. For example, even though staff development is listed after program development and communication in number 2, it makes sense to begin attending to staff development as program priorities emerge. This will help develop building–level involvement which may ease formal implementation of the new program.

PROGRAM REVIEW

The Dream

1. Start with small groups (representing a cross section e.g., gender, ethnicity/race, grade level, age) brainstorming: <u>What are the problems facing humankind in today's globalized world?</u>

   a. After about 10–15 minutes have the small groups circle the items listed for which their high school graduates need or deserve <u>more instruction</u> to be enriched, enlightened, and empowered citizens.

b. Box those listed where students already receive too much instruction.

c. Determine at about what grade level instruction could/should start.

d. Identify other subject areas that may also help teach the outcome.

From that list determine:

a. What is the nature of the contemporary world?

b. How it has changed since the 1940s?

c. How should social studies education respond to the changes?

d. What do you need individually and what does the staff need?

2. A second brainstorm might be: what are the social studies–history concepts or big ideas that would be helpful for the students in organizing real world data and information. (Repeat a–d in the first brainstorm.)

3. A third brainstorm could be: what should an enriched, enlightened, and empowered citizen know, be able to do, and what democratic beliefs should one demonstrate prior to graduation from high school. (Repeat a–d in first brainstorm.)

4. A fourth brainstorm could be to identify the descriptions or characteristics of people who have positive self-concepts. (Repeat a–d in first brainstorm.)

5. Ask "If everything were working well, what kind of students would we be producing?" Brainstorm a list of desirable student traits/outcomes for all age groups.

6. Ask "In an ideal world, what would have to be in place, programmatically, to achieve these desirable outcomes?"

7. Leave the lists for the time being or go back and identify some priorities.

The result of these steps, if allowed to go forward unconstrained, will be a database for a vision statement (may have been called philosophy statement in the past) for the future which shapes and directs all steps and stages of the curriculum process. Working toward a vision often energizes, motivates, and challenges staff members. The vision statement should lead to a mission statement (may have been called rationale in the past) that explicates some specific actions, steps, or targets to improve the students program. Remember the activities your committee did that seemed helpful for use later with your staff colleagues who are not part of the committee.

The Assessment

A next step is to assess the current status of the K–12 social studies program using as criteria state social studies program level outcomes, essential learner outcomes, Minnesota State Board goals, and any additional goals and outcomes added locally.

1. Identify both students performance and social studies program strengths and needs. This provides evidence of what deserves continued recognition, support, and celebration (acknowledging past good work is important), and provides strength as well as what needs to be changed or improved.

2. Determine the system's capacity for change. Some things may need change, but the system may not be able to respond for a variety of reasons. Whatever the committee does, make sure it is well done even if it means leaving other things undone.

3. Determine, based on time and resources, whether you need a detailed or general assessment. The former may arouse more interest by involving more people and will establish a richer, more reliable database. The latter, if too general, runs the risk of yielding false or incomplete information.

   Assessment instruments/procedures can include all or some of the following: surveys, questionnaires, checklists, interviews, formal meetings, forums, informal discussions, test results, samples of student work, and follow–up studies. Of course, sampling procedures can be used with many of the above activities to lighten the task while maintaining credibility. Be sure to identify all relevant tests administered to students and analyze the results, including an item by item determination of local expectations, in addition to comparisons with other norms.

4. Use shortcuts, for example:

   - existing data about programs including North Central evaluation reports;
   - assessment instruments designed to gather information about more than one subject; or
   - modifying or eliminating certain of the program development categories if your committee thinks it knows enough already.

5. Display the assessment data in simple formats for easy reviewing and sharing. Give audiences examples of test items where students did well and where students did poorly. The following is one sample format for assessing curriculum (student performance).

PROGRAM ASSESSMENT

Documented Strengths (test scores, student work samples, etc.)

1. Tenth-grade students score above the national mean in 8 of 11 history, geography, economic tests.
2. _____
3. _____

Documented Weaknesses

1. In community involvement, students show a consistent disinterest in political events, reading current events, or engaging in community service activities.
2. _____
3. _____

Perceived Strengths (interviews, surveys, etc.)

1. Students at all levels have very few problems with the acceptance to quality institutions of higher education.
2. _____
3. _____

Perceived Weaknesses

1. Student opportunities for advanced placement are lacking as reported in the North Central report.
2. _____
3. _____

6. Compare the ideal "what could/should be" list with conclusions drawn from the "what is" assessment data. Code or classify conclusions by program development category (program development, learning–teaching, etc.).

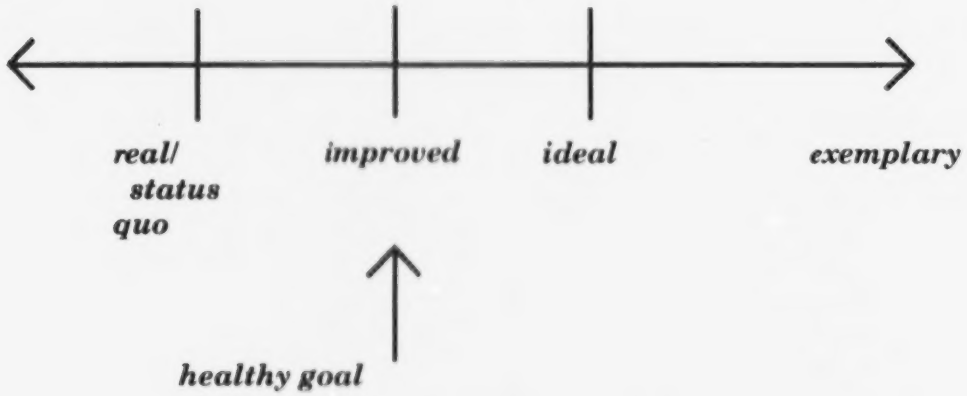
   At this point, the Program Review Section comparisons could be made to the "ideal state" brainstormed in number 1 under conclusions drawn regarding the relationship between "what is" and "what could be." Conclusions could also be coded or categorized under each of the parts of program development (i.e., learner outcomes, staff development, etc.).

   The needs assessment or program review should provide a fairly realistic appraisal of the current status. That, combined with the vision of the ideal product, gives the committee a useful road map for future work.

   Sometimes committees reach too far in the program development process and stretch teachers beyond their capability to understand or implement the change. The result can be instructional programs which are poorly understood—even resented—and poorly implemented. A clear example of that occurred in the late 1960s and early 1970s when many districts across the country adopted innovative programs only to have them fail because most teachers were unprepared or unwilling to teach anything but traditional social studies.

   More often, however, committees do not reach far enough. This results in clutching tightly to the familiar and ignoring new and potentially better approaches.

   This simple graphic illustrates the usefulness of comparing the real with the ideal:



   The real and ideal arbitrary points on the line provide references for setting the sights of the committee. Constructive change, particularly in schools, comes slowly, sometimes painfully so. Therefore, attempts at dramatic change are usually unwise. While change is desirable, it needs to happen in small

increments unless somewhat unique circumstances prevail (i.e., the district employs a high percentage of change–oriented faculty, or the district enjoys a healthy fund balance, or things are so bad that dramatic change is the only answer). Remember, change is the only way to improve. Also remember research over and over reports people change when:

a. They see a need to change.

b. They know how to change.

c. They are involved actively in the change process.

d. They are secure in changing.

e. They are encouraged and supported in changing.

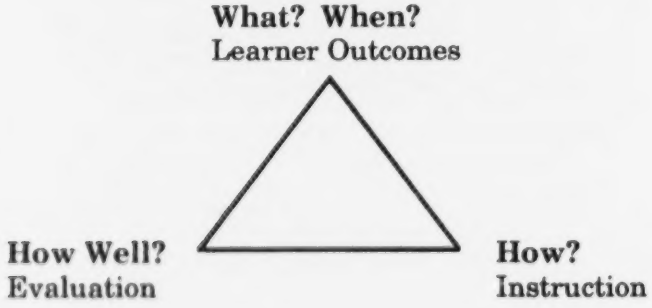
Program review, while time consuming and somewhat expensive, can more than pay for itself if it helps lead to a program that meets the needs of students and the society while being sensitive to the political and economic realities of the district. If time is limited, select activities carefully and do each activity well, leaving some activities undone until more time or resources are available.

PROGRAM DEVELOPMENT

The Program, Inservice, Evaluation

The practice in schools has often been to "write" curriculum and select new textbooks and then assume the job is done. From that perspective, program building and curriculum writing are the same thing. It is also common practice to assume that purchasing textbooks is program building. The point is that a **program** is much bigger than a written program or a set of books. Though important, both are just two pieces of the larger puzzle.

If, however, one were to set priorities, the written program development (meaning clearly stated goals and learner outcomes assigned to grade levels for introduction reinforcement, emphasis, and maintenance) would be of primary importance. The following triangle serves to illustrate:



The "what," and "when," represent written agreed upon K–12 program outcomes, whose specific program level outcomes and learner outcomes tell what and when are intended for students or what it is that students will know, value, and be able to do as a result of instruction. The "what" also serves as criteria for development of evaluation instruments. As the expressed reason for being, the "what" needs to shape and influence every other part of the program. The "when" is determined by assigning outcomes to grade and course level for either introduction, reinforcement, emphasis, or maintenance.

The "how" represents delivery of instruction or facilitating of learning. Components include instructional practices, scheduling of students' and teachers' time and space, and instructional materials. To be most relevant and effective, design each one of them to support the outcomes of the written program. For example, if application represents an important outcome, it would be unwise to select textbooks and supplementary materials which are weak in that area.

The final element, representing evaluation, also needs to support and reflect the written program or the outcomes of the program or it will get lost or subverted. A simple example is the tendency to write curricular outcomes which stress "self–expression," but use evaluation instruments which ignore expression and instead stress knowledge of history. Obviously, the interdependent nature of the program parts and the need to coordinate and integrate the program development process are essential considerations in this work.

Given a clear understanding of the role of the written program, the committee can then move through the steps listed in the sample plan, starting with an analysis of the results from the program review.

It is not necessarily essential to ascertain **what is currently being taught** except in terms of the ideal and the Board goals, program level outcomes and essential learner outcomes. Also asking what is currently being taught may discover a program that just "happened by everybody doing their own thing and not caring what others were teaching." If the program review did not yield enough information about that question, some additional probing may be needed. That probing can be very detailed, as in curriculum mapping, where every outcome is accounted for, or can be as simple as having teachers list their new priority outcomes or topics. Once a representative sample of current curricular priorities is assembled, it is possible to review the list for obvious gaps or overlaps in the program.

In addition, the committee needs to be alert to current theory and practice in the field. What is the status of thinking skills? Are the latest views on application being examined? How is social studies education being integrated with other subjects? Is less time being spent on history as an isolated discipline? Is that what the students and society needs? These kinds of issues may have been addressed in the program review stage. If not, they need to be looked at now and incorporated into the comparison between the real (status quo) and the ideal. **In other words, it is important to know**

the status of the district with respect to current national and global views about curricular priorities. If, for example, the curriculum is still largely history–based study of wars, movement toward an integrated history–social science curriculum will take more time.

At this point, the committee should have a prioritized list of additions or changes which it wishes to include in the new curriculum. **No curriculum writing should occur until this preliminary work has been accomplished.** To start writing/revising before this work has been done risks building a curriculum that is disconnected from the past or uninspired by the future — a curriculum that is either too strange or too meek to serve the needs and interests of students, society, and teachers. Also remember many school board members and other policy makers have "taken" social studies and too frequently remember how social studies has served them over the years. We need to inform them of what the current program will do for the students and society.

In summary, a simplified view of the learner outcome stage of program development might look like this:

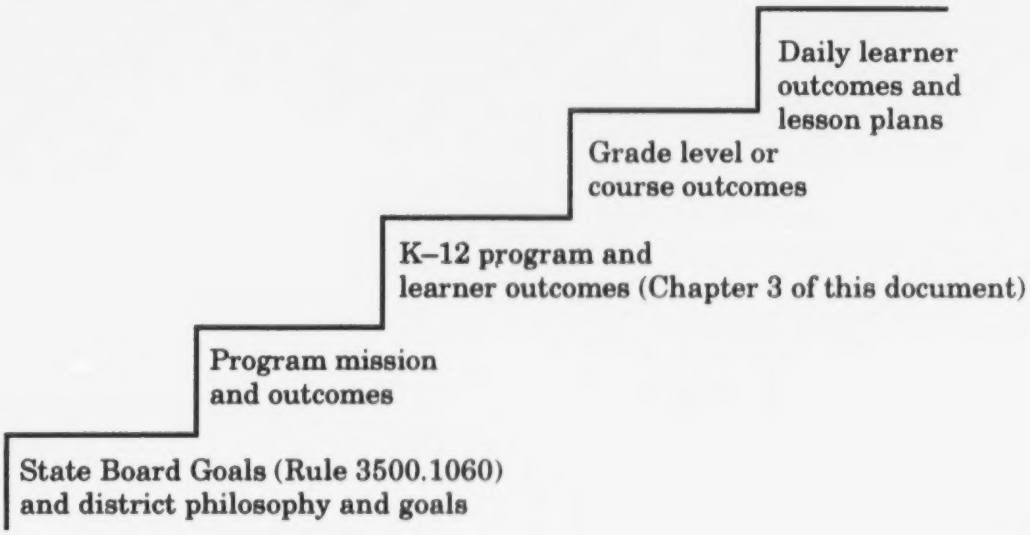
Phase One:
Review status of the district social studies program direction and examine current theory and practice as reflected in its professional literature.

Phase Two:
Compare current program with current theory and practice and identify priority changes or additions (if any).

Phase Three:
Write/revise the program mission and learner outcomes.

Four-Step Model for Learner Outcome Writing

Having now reached the learner outcome identification stage, a model may be helpful for suggesting the next steps:


Daily learner outcomes and lesson plans
Grade level or course outcomes
K–12 program and learner outcomes (Chapter 3 of this document)
Program mission and outcomes
State Board Goals (Rule 3500.1060) and district philosophy and goals

1. **Review State Board's and local board's philosophy and goals.**

   Become familiar with the Minnesota State Board's goals (found in Chapter 1), program level outcomes, and essential learner outcomes (found in Chapter 3). If not done during the program review, check the school board's overall philosophy and goals to see if they mention social studies topics or concepts like the State Board goals include. Often the social studies are included among the district's highest priorities when reviewing philosophical statements. If so, build from that base in establishing the program's mission or philosophy. If strong language concerning citizenship and social studies is in the board goals, it makes sense to use that to the committee's advantage whenever possible. If there is no mention in the board goals, the committee may want to assist the board in correcting that omission.

2. **Develop mission/philosophy and major goals.**

   The purpose of a mission or philosophy (we do not choose to make a distinction) is to **declare, clearly and boldly, why social studies is included in the district's general curriculum,** and **what it purports to do for students and our democratic society**. It should be a kind of public relations banner for staff, students, parents, and the community. It should set the direction and tone for the entire program, and all goals and outcomes should be consistent with that direction. Over the years, social studies educators have preferred short philosophical statements that did not say much, permitted teachers to teach

whatever each wanted to, and did not provide any directions. But remember, in a couple of years the State Board will have no course or time regulations. So your new mission will, hopefully, "justify" the program you are about to develop.

- Start comparing the existing philosophy with the priorities you listed in Phase Two and the mission statement in Chapter 2. You may just have to add some new language or alter the old.

- If none exists, brainstorm a list of your own "we believe" statements about K–12 social studies education. Use small K–12 groups to generate ideas. Use information generated during the brainstorming in the program review and dreaming steps.

  Example:

  We believe that a first–rate social studies program:

  a. encourages higher–order thinking through the use of all social studies skills

  b. stresses the integrated use of the social studies

  c. develops empowered citizenship awareness and understanding.

- Merge the products of the small–group brainstorming sessions into one list. Group similar items under general headings (e.g., aesthetics, life–long skills).

- Write a draft mission/philosophy. May be done by one member or several. Use ideas from your program review stage. Use language, if desired, from Chapter 2 of this document or, with proper acknowledgment, from the Minnesota Department's and other districts' mission statements.

- Pass the draft through the appropriate review process before the committee's adoption and send to the school board for approval.

- Identify program level outcomes which flow from the mission and which give form to the learner outcomes and essential learner outcomes that follow and review the Minnesota Department's program level and essential outcomes (found in Chapter 3) first, then add your district's outcomes.

3. Identify outcomes; develop scope and sequence.

After identifying major program level outcomes, both state and local, identify more specific learner outcomes in terms of where introduced, reinforced, emphasized, and maintained. Next, structure or sequence the outcomes. The process will vary depending on whether the task involves revising/updating

existing curriculum or starting from scratch. Any existing curriculum base should be used no matter how outdated it appears. To not consult or start from an existing document sends a message that earlier committee work is not valued. Staff members need to see links from past to present work or they may assume that, at some point, their work will be ignored as well.

Before writing or revising outcomes, the committee must have the list of priority curriculum changes or additions which came from Phase Two. We suggest initiating the outcome identification process by using the example assessment worksheet in Appendix 2. List the outcomes on the sheet. Include both the State Board-adopted program level and essential learner outcomes and the district–developed outcomes.

Simply go through the worksheet pages outcome by outcome, responding to the three questions above the columns. Feel free to add outcomes if a gap exists.

Prioritize the outcomes. Think about the following as you set priorities.

- Essential vs. "nice to include."

- "Less is more." Provide a single, focused, and balanced direction for the program development and instruction. However, in outcome-based education, teachers must be responsible for teaching the teacher-determined outcomes. In the past, many districts permitted teachers to teach whatever they wanted.

- Effect of departmentally selected K–12 outcomes: should encourage cooperation, innovation, feeling of being more successful, should provide each student with a comprehensive social education and adaptation to change.

- Sequence the priorities by grades. This can be tentative, changed later if necessary (primary/intermediate, middle school/junior high, senior high).

- Identify level of instruction to indicate difference between initial and more advanced learning. (I = Introduction, E = Emphasis, R = Reinforced, M = Mastery or Maintenance). You may use a different coding system.

An important distinction needs to be made between social studies and some other disciplines. Very few of the higher–order outcomes in social studies are ever "mastered." For example, the outcome "the student will understand the role the United States Supreme Court plays in our democratic society" will never really be "mastered." For instructional purposes, it might be best to use "maintenance" rather than "mastery" for those outcomes which defy simple measurement. Maintenance is less precise then mastery, but more functional for many higher-order outcomes. A maintenance level occurs when a student is

observed to understand a concept sufficiently well to be able to apply it independently. Thus, a student could be observed to collect a newspaper article on a recent Supreme Court decision and be able to summarize the "facts of case" and the importance of the decision without being judged as having mastered it.

- Address this question, "What is the current opportunity for students in our district program to attain this outcome?" While not an essential step, it provides another indicator of your district's status of instruction and helps you set priorities.

Some Practical Suggestions:

- Ideally, at least a full year should be allocated for the curriculum writing/ revising process. It may take less time if larger amounts of group and individual time can be devoted to the project. It goes without saying that this task demands quality time, not just before or after school or on weekends. If proper time is not available for this activity, it probably should not be started. Another factor which affects time is the amount of attention given to reviewing each new draft. Remember program renewal is a K–12 team activity.

- When working through the assessment worksheets, the committee should pace itself so that not more than five minutes are devoted to any outcome the first time through. Outcomes which require more discussion can be starred and returned to. If time is attended to, these assessment worksheets can be finished in about a half day. If time is not monitored, this step will drag on for hours. Remember, you are working on a draft, not a perfected copy. Also remember that becoming familiar with the learner outcomes and implications for instruction and evaluation are staff development activities.

- The outcome identification process is probably best accomplished in a small (4–6) K–12 group representing a cross section of the total committee.

- All along the way decide which tasks are best accomplished in large group, small group, or by an individual.

- Need it be said? Use the word processor! It is the greatest thing ever created for program writing.

4. Develop grade-level or course outlines.

Print out separately the outcomes (essential and district) which have been assigned to each grade level or course. The teacher or teachers responsible for these grade levels and courses will use these outcomes as the basis for their own offerings. As previously suggested, perhaps 60 percent of each teacher's

instructional time will be devoted to the district outcomes. In order to reinforce linkage from course to course and grade to grade, we suggest that teachers code each outcome (I, R, E, M) in their outline. In the Appendix, please find a model course or grade level worksheet that may be helpful in grade and course level planning. Note: You are encouraged, at this level, to add instructional objectives for lesson and unit instruction, recommended materials, and possible evaluation instruments.

The purpose of all program development is to ensure that each student is provided an opportunity to learn what the local K–12 program committee determines. Also this program development should help each teacher clarify what learner outcomes are to be introduced, reinforced, emphasized or maintained, what student materials are available for instruction, and what evaluation instruments are recommended for this grade or course.

SAMPLE PROGRAM DEVELOPMENT IN SOCIAL STUDIES EDUCATION FROM MISSION TO LESSON OUTCOME

LEGISLATED MISSION

The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

LEARNER GOAL (MRC 3500.1060–B5)

To provide a foundation for meaning in life, each learner will accumulate and apply knowledge, and develop the understanding to be a responsible citizen of the community, nation, and world.

PROGRAM OUTCOME (SOCIAL STUDIES EDUCATION) (MRC3500.175– General Education Program Requirement)

A. Develop a reasoned and caring commitment to individual rights, freedoms, and responsibilities that protect and promote human dignity.

CONCEPT OUTCOME

A.4. Participate in an ongoing evaluative effort to define, interpret, and apply the beliefs that:

a. societies need laws that are respected by the majority of the people
b. minorities are protected
c. government is elected by the people

d. government, groups, and individuals respect and protect individual rights
e. government, groups, and individuals respect and protect individual freedoms
f. government, groups, and individuals guarantee civil liberties
g. government, groups, and individuals work for the common good

A.4. Participates in an ongoing evaluative effort to define, interpret, and apply the rights of the individuals, including the rights to:

a. life
b. liberty
c. pursuit of happiness
d. dignity
e. security
f. equality of opportunity
g. justice
h. privacy
i. ownership of property
j. health.

COURSE OUTCOME

B.11. Feels a sense of responsibility for taking informed action about issues confronting one as an individual, and as a member of a group, the school, the community, the nation, and the world.

UNIT OUTCOME

B.11a. Formulates plans for action after studying an issue, analyzing causes, and considering alternative causes of action.

B.11b. Acts upon carefully formulated plan; joins with others to help solve group problems.

LESSON OUTCOME

Learners will, in small groups, brainstorm the diverse groups found in their school (e.g., Norwegians, American Indians, a Jehovah Witness, rich, tall, or blond). Select one of the groups and identify some of that group's beliefs, values, and perspectives that might be similar and different from yours and determine what one needs to understand how that group's rights have been denied in your school and your plans to correct the situation.

WORKSHEET FOR PROGRAM DEVELOPMENT IN SOCIAL STUDIES

School District: _____ Plan Submitted By: _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
DEVELOPMENT PLANNING:	____ Identify district committee and leadership.	_____ - _____	_____	_____
	____ Identify a subset of committee to write the program improvement plan.	_____ - _____	_____	_____
	____ Write the plan.	_____ - _____	_____	_____
	____ Share the plan and receive feedback.	_____ - _____	_____	_____
	____ Modify and adopt the plan.	_____ - _____	_____	_____
PROGRAM REVIEW:	____ Brainstorm ideal program elements and student and societal characteristics.	_____ - _____	_____	_____
	____ Assess needs of all students (interests and test results), society (local-global) and emerging perspectives of the social science and disciplines.	_____ - _____	_____	_____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM REVIEW (Cont'd):	___ Analyze the data (**Note: compare with ideal state and weaknesses** Current professional journals and essays are essential.	_____ - _____	_____	_____
	___ Share professional results/ seek support and commitment.	_____ - _____	_____	_____
PROGRAM DEVELOPMENT: A. Curriculum	___ Analyze results from the above program review.	_____ - _____	_____	_____
	___ Draft a district profile relative to direction of the field.	_____ - _____	_____	_____
	___ Identify key change/improvement priorities (if any).	_____ - _____	_____	_____
	___ Identify/revise program philosophy (vision and mission) and major goals including Minnesota Board Goals, program level outcomes, essential learner outcomes.	_____ - _____	_____	_____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT:				
A. Curriculum (Cont'd)	___ Write/revise K-12 learner outcomes.	_____ - _____	_____	_____
	___ Write/revise course/grade-level outcomes and determine instructional and evaluation links.	_____ - _____	_____	_____
B. Implementation	___ Analyze results from program review and proposed program development.	_____ - _____	_____	_____
	___ Review curriculum priorities including ideal program.	_____ - _____	_____	_____
	___ Review how trends/issues in the field were integrated into new plan.	_____ - _____	_____	_____
	___ Identify key changes/ improvements.	_____ - _____	_____	_____
	___ Get feedback on suggested changes from key people in the district.	_____ - _____	_____	_____
	___ Plan implementation schedule for proposed change.	_____ - _____	_____	_____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: C. Staff Development	**(Note: Should connect to district overall staff development plan.)**			
	___ Analyze staff development results from program review.	_____ - _____	_____	_____
	___ Review curriculum priorities reflected in staff development.	_____ - _____	_____	_____
	___ Review staff development trends/issues in the field.	_____ - _____	_____	_____
	___ Identify key staff development priorities.	_____ - _____	_____	_____
	___ Initiate staff development plan.	_____ - _____	_____	_____
	(Note: Need to be inclusive-all kinds of experiences can and should count. Should be continuous and should link to curricular priorities.)			
D. Teaching/ Learning Environments (Climate)	___ Analyze results from program review and its potential impact on climate.	_____ - _____	_____	_____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: D. Teaching/ Learning Environments (Climate) (Cont'd)	___ Review standards/practices in other districts.	_____ - _____	_____	_____
	___ Identify improvement priorities.	_____ - _____	_____	_____
	___ Get feedback from key people in the district.	_____ - _____	_____	_____
	___ Develop plan for improvement.	_____ - _____	_____	_____
E. Teaching/ Learning Materials	___ Analyze results from program review and its impact on materials.	_____ - _____	_____	_____
	___ Review curriculum priorities.	_____ - _____	_____	_____
	___ Establish materials review criteria. **(Note: Use curricular priorities.)**	_____ - _____	_____	_____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: E. Teaching/ Learning Materials (Cont'd)	___ Establish materials selection policy including multi-cultural, gender fair and disability sensitive, global/ international, and other integrated subjects.	_____ - _____	_____	_____
	___ Identify and review materials.	_____ - _____	_____	_____
	___ Select and purchase materials ensuring basic and supplementary materials were both considered. **(Note: One-time major purchases plus additional and periodic smaller purchases.)**	_____ - _____	_____	_____
F. Communi-cation	___ Analyze results from program review as related to communication.	_____ - _____	_____	_____
	___ Prioritize needs based upon stages of development.	_____ - _____	_____	_____
	___ Develop processes/products to meet needs.	_____ - _____	_____	_____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: G. Evaluation	____ Analyze results from program review related to evaluation.	_____ - _____	_____	_____
	____ Review curriculum priorities.	_____ - _____	_____	_____
	____ Review evaluation trends/ issues in the field.	_____ - _____	_____	_____
	____ Draft district profile relative to direction of the field.	_____ - _____	_____	_____
	____ Identify key change/ improvement priorities (if any).	_____ - _____	_____	_____
	____ Draft a plan for reviewing, piloting, and adopting new or revised evaluation strategies.	_____ - _____	_____	_____
	____ Critique this process making appropriate changes for the next cycle.	_____ - _____	_____	_____

_____ **WORKSHEET FOR LEARNER OUTCOMES IN SOCIAL STUDIES**

Course/Grade Level

Listed below are the learner outcomes including essential learner outcomes.	At this level, the outcomes should be: **I - introduced** **R - reinforced** **E - heavily emphasized** **M - mastered/ maintained**	List below lesson or unit objectives or outcomes.	List below material or resources available or recommended.	List below evaluation resources available or recommended.

K-12 PROGRAM ASSESSMENT WORKSHEET FOR SOCIAL STUDIES LEARNER OUTCOMES

Listed below are the learner outcomes.	Critical for a K-12 Program? (Include State Board and District outcomes.)		If critical, at which grade should our outcomes be: **I — introduced** **R — reinforced** **E — heavily emphasized** **M — mastered/maintained**				What is the current opportunity for students in our district's program to attain and maintain this outcome?			
	Yes	No	Primary	Inter.	MS/JH	SH	Excellent	Satisfactory	Poor	None

Appendices

Social Studies Education

A. 1987 - Categories of Learner Outcomes for Social Studies

B. Scope and Sequence: Alternatives for Social Studies

C. Time, Space, and Culture

D. George Counts, A Visionary's Contribution

E. Designing a Scope and Sequence

F. A Curriculum for Democratic Citizenship

G. Social Studies Within a Global Education

H. Professional

CATEGORIES OF LEARNER OUTCOMES FOR SOCIAL STUDIES

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
COGNITIVE OUTCOMES. The learner develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values and behavior patterns, and applies this knowledge to new situations and data.			
	A. The learner acquires knowledge about social organizations.		
A, B, C, D, E, F, I.5,6	1. Identifies some groups that human beings form (e.g., family, peer, community, cultural/ethnic, national, international) and indicates some reasons why and how these groups form and how one becomes a member of a group.	Integrating, Multicultural, Gender Fair, International/ Global	(The Minnesota Department of Education has two programs for districts that want to "assess" these learner outcomes. Requested information about the Test Item Bank and the Minnesota Assessment of Educational Progress and Piggyback Option. These two programs are constantly changing in content, form and quality.)
B.2,7,8, D.1, E.1,2, F.3,4, H.1,2,3	2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).	Applying, Multicultural, Gender Fair, International/ Global	
A, B.1,2, C.1,2, D.2, E.2,3, F.1,4, H.3, K.3	3. Describes some of the functions of groups such as family, peer, community, professional, national and international groups in various cultures and indicates how and why these functions change; gives explanations of the consequences of these changing functions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.1,2, 8,11, C.1, 2,3, D.2,3, E.3, F.3,4,5, H.3 K.1,2,3,	4. Describes some of the functions of basic institutions (e.g., educational, labor, consumer groups, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.1,2,3,6 C.1,3, D.1,2, E.1,2,3, H.1,2,3,4, K.1,3	5. Identifies "cultural universals" such as shelter, food, communications, socialization, stratification, family organization and religion; recognizes that these "cultural universals" take different forms in diverse cultures and that these forms change over time.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.6,7, D, E, G.1,2, H.1,3	6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns from a multicultural perspective.	Applying, Multicultural, Gender Fair, International/ Global	
	B. The learner acquires knowledge about self, others and the relationships between human beings and social environments, understands some of the effects of these relationships and makes value judgements about the consequences of these relationships from a multicultural perspective.		
A, B, C, D.3, E.2,3, F.1,2, H.1,2,3, I.6, K.1,	1. Identifies and describes some influences including controls that groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choices of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions) and compares these influences with those in other cultures.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.3,9, E. F.1,2,3,5, H.1,	2. Identifies individuals, females and males, and multicultural and groups whose efforts, ideas or inventions have significantly affected the lives of other human beings and describes their contributions.	Knowing, Multicultural, Gender Fair, International/ Global	

BEST COPY AVAILABLE

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B, F.1,2, K	3. Describes major changes that have occurred in the way women and men live or work (including one's own life) and explains What ideas and inventions helped bring about these changes.	Knowing, Applying, Multicultural, Gender Fair	
A, D, E, F	4. Describes some ways ideas, customs and inventions have been transmitted and spread from one cultural group to another.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.1,2, 3,6,7,8, C, H	5. Describes some innovations (ideas or inventions) and explains how these innovations have affected social, political and economic life among different cultural groups.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.2,3, 6,7,8, C, D, E, F, G, H, K	6. Describes some factors that might promote or inhibit change, and generalizes about their effect on society.	Applying, Integrating	
A, C.1, 2,3, D.2	7. Describes and evaluates some of the effects of population density and growth on the way people live.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.9,12, D.2, E.3, G.2, I.5, 7,8	8. Explains and evaluates some ways human resources have been allocated, used and conserved in the community, the nation, other societies/cultural groups.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.1,9, 11, D, E, F, G, H	9. Gives examples of some effects on social institutions that may result from contact among diverse cultures.	Applying, Multicultural, Gender Fair, International/ Global	
A, F, H.1,2,4	10. Explains how diverse ethnic groups (both within and outside a society) have contributed to the development of a particular culture.	Applying, Multicultural, Gender Fair	
A, I.4, 5, L.1, 3,5	11. Knows major schools of learning theory and stages of learning in humans; and describes basic types of learning, principles involved and application to human behavior.	Applying, Integrating, Gender Fair	
A, B.1, E.1, F.2, I.4,5, J.4,5,7, L.5	12. Defines developmental psychology and discusses the major theories of development, including psychosexual, learning, behavioral, cognitive and psychosocial theory.	Applying, Integrating, Gender Fair	
A, B.1, I.5, L.1,5	13. Evaluates prominent theories, research studies and findings related to the various altered states of consciousness (e.g., physiological processes involved, interpretation, importance, and application) according to various authorities.	Applying, Integrating	
A, B.1, C.1	14. Identifies authorities and theories in human perception and discusses their approaches.	Applying, Multicultural, Gender Fair	
	C. The learner acquires knowledge about the relationships between human beings and the physical environment; explains where things are, why, and explains some of the effects of these relationships; and makes value judgements about the consequences of these relationships.		

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B.1, C.1	1. Identifies the major geographic features of the physical environment in absolute and relative location terms and knows some of the general relationships between and characteristics of place, regions, and location movement in Minnesota and the world, and determines the ways these features can be depicted in map or graphic form.	Applying, Psychomotor, International/ Global	
A, B.6,7, C, D.2	2. Describes ways human beings of diverse cultures have moved and adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes.	Applying, Integrating, International/ Global, Multicultural, Gender Fair	
A, B.8, 11, K.4	3. Explains and evaluates some effects of technology (e.g., inventions and methods of production) on the relationship between cultural groups and their physical environment.	Applying, Integrating, Multicultural, Gender Fair	
A, B.1,6, 7,11, D.2, J.3	4. Explains and evaluates ways in which natural resources have been allocated, used, transported, and conserved in the community, regions, the nation and in other societies/cultural groups.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	D. Acquires knowledge about economic and political decision-making processes.		
B.1,4, F.1,3,4, G.3, I.5, 6, K.3,4	1. Gives examples of some decisions made at home, in school, in peer groups or at work which affect the individual; identifies who makes these decisions and describes how these decisions have affected individual behavior based on gender and race.	Applying, Affective, Multicultural, Gender Fair	
A, B.2,11 C, D.3 F.4, G.3, H.1	2. Identifies how different economic systems make decisions about the production and distribution of goods in community, cultures, state, national and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.1, 2,4, C, D, E, F, H	3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, national and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, E.3, H.1, 3, I.6,8, J.2,4,5, 7, L.1-3	4. Explains the influence of location, life style, advertising, level of income, peer pressure and governmental action on consumer decisions; describes and evaluates individual or group actions taken to protect the consumer.	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F, G, H, K	5. Demonstrates knowledge of political science as the study of systems by which diverse cultural groups govern their collective affairs, particularly through authorative decisions about who gets what, when and how. This knowledge includes various theoretical approaches (e.g., normalities and behavioral) and basic methods of inquiry (e.g., case study, comparative and experimental) and uses political concepts (e.g., power, ideology, decision making, roles, elites and classes, expectation, legislative, and judicial).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F, G, H	6. Describes some of the reasons why people form governments.	Applying, Multicultural, Gender Fair, International/ Global	

BEST COPY AVAILABLE

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B.1-9, D, F, G, H	7. Identifies the legislative, executive, and judicial structure and function of governments including within their school and community.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, G, G, H	8. Identifies the rights of the individual as expressed in ideological documents (e.g., the United States Constitution) and explains the importance of these rights in public and private decision making.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H	9. Explains the formal and informal relationships among the branches of the national, state and local governments in the United States and other countries and analyzes the importance of these relationships in decision making over time.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	10. Identifies the changing relationships in the division of power between local, state and national governments, in the United States and other countries and analyzes some effects these relationships have on the decision-making process.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	11. Identifies specific interests of some of the major economic, social, and political organizations in the United States and other countries and describes some influences these groups have on the decision-making process.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, E, F, G, H, I, K	12. Compares, contrasts and evaluates ways individuals or groups can support or effect changes in decisions that have been made over time and identifies political thinkers from Western and non-Western countries.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C D, E, F, G, H, I, K	13. Identifies situations (e.g., home, school, peer groups, community, national, international) where female/male or cultural group participation in decision making has been affected by lack of opportunity; suggests and evaluates ways of increasing participation.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, G, H, K	14. Identifies and explains factors affecting political decision making by elected officials.	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, G, H, K	15. Identifies some factors (e.g., lack or distortion of data, no clear cause and effect relationship, impact of time, conflict of values including cultural differences) that make political and economic decision making processes difficult and uncertain.	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, G, H, K	16. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and both Western and non-Western capitalistic economic systems.	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F, G, H, K	17. Identifies major factors and ideas which have contributed to the economic and political development of selected Western and non-Western countries; explains how some of these factors have influenced the decision making process.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B, C, D, E, F, G, H, K	18. Identifies and explains some of the contemporary and prevailing political economic interactions among Western and non-Western nations.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	19. entifies some systems that various Western and non-Western nations have developed to involve the general population in decision making, and describes how these systems have evolved over time.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	20. Explains how an analysis of the political and economic decision-making processes employed in the past may or may not help in making decisions about the future.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	E. The learner acquires knowledge about conflict and the impact it has on individual and cultural group relationships, and makes value judgements about these relationships.		
A, B.3,4, 7,8, C, D, E, F, G, K	1. Identifies potential sources of conflict in groups (e.g., family, peer, school, culture, community, national and international).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B.3,4, 7,8 C, D, E, F, G, K	2. Identifies specific situations in the community, national and international areas, where there is potential or actual conflict; explains some reasons for the conflict; predicts the consequences of the conflict.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, C, E, F, G, J, K, L.6	3. Identifies ways people react to conflict in family, peer, school, cultural, community, national and international situations, and evaluates those reactions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	4. Identifies ways conflict has been handled in family, peer, school, culture, community, national, and international situations, and evaluates the methods used in handling such conflicts.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	5. Explains how conflict m affect relationships between individuals and between groups of people.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H, K	6. Gives constructive ways of handling conflict situations.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	F. The learner expresses awareness of some of the beliefs and values expressed by people of diverse cultures and recognizes that the times and places in which people live influence their beliefs, values and behaviors.		

BEST COPY AVAILABLE

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B, C, D, E, H, I, J, K, L	1. Identifies objects, feelings and ideas important to people in different places, cultures and times, and explains why some things are valued more in some places, cultures and times than in others.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, C, E, F, G, I, L	2. Describes ways people of diverse cultures express their feelings and preferences for objects and ideas.	Applying, Integrating, Psychomotor, Affective	
A, C, D, E, F, H	3. Infers beliefs, values and lifestyles from information about the times, cultures and places in which people live.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, C, D, E, F, G, H, I, J, K, L	4. Understands factors which influence formation of an individual's self-concept, and understands how racial, cultural, economic, and religious status may influence self-concept.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	G. The learner demonstrates knowledge of ways beliefs and values are transmitted in diverse cultures.		
A, C, D, E, F, G, H	1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, E.2, 3, F, H	2. Describes ways beliefs and values are transmitted among diverse cultures.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	H. The learner acquires knowledge about some of the influences that beliefs and values have on relationships between and among diverse individuals and groups of people.		
D, F, G, I, J, L	1. Gives examples of influences of beliefs and values of members of one's own family, cultural, or peer group and explains some of the possible effects of these influences.	Applying, Integrating, Affective	
A, B, C, D, E, F, G, H	2. Compares and contrasts the beliefs and values of two groups of people, and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups (e.g., females/males, minority/majority).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, G, H	3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation, and explains the consequences of each alternative.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
B, C, D	4. Evaluates the variety of ways groups are interdependent (e.g., city dwellers depend on farmers for food and farmers depend on city dwellers for income, political parties depend on ethnic groups to produce votes and ethnic groups depend on political parties for community services).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
B, C, D, F, G	5. Evaluates types of intergroup cooperation (e.g., business and labor cooperate to acquire a government contract; the PTA school board, teachers' union and state educational agencies cooperate to get a school bond passed; political groups form a coalition to lobby for legislation).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
B, C, D, F, G	6. Evaluates types of intergroup competition (e.g., businesses compete for customers by cutting prices; politicians compete for voters by campaigning; sports teams compete for championships by playing against one another; nations engage in arms races).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
B, C, D, F, G	7. Analyzes types of intergroup conflict (e.g., wars, riots, strikes, boycotts, demonstrations).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
B, C, D, F, G	8. Evaluates types of intergroup conflict resolution methods (e.g., bargaining, mediation, conquest, judicial decisions, subjugation).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
B, C, D, F, H	9. Evaluates the variety of ways that people of the world are related and connected, including: a. ecologically (e.g., sharing and conserving natural resources) b. economically (e.g., imports and exports, multinational corporations, international monetary system, economic alliances) c. politically (e.g., shared ideologies, international organizations, international laws and agreements, treaties and alliances) d. socially (e.g., personal, language, educational, religious) e. technologically (e.g., new communication systems, space exploration, knowledge sharing, computer use) f. historically (e.g., movement of peoples, sharing of traditions, sharing of past experiences) g. culturally (e.g., ethnic ties, belief systems, language)	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
	I. The learner understands major social changes that have occurred in American society and compares and contrasts them with other Western and non-Western societies.		
A, B, C, D, E, H	1. Evaluates urban development and its impact on minority/majority groups (e.g., settlement patterns, population growth and shifts, involvement of federal and state governments, problems associated with urban development such as isolation, density, pollution, political fragmentation, housing, transportation, education)	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, H	2. Evaluates rural development and its impact on minority/majority groups (e.g., settlement patterns, population growth and shifts, involvement of federal and state governments, impact of changes in agriculture--mechanization, credit, prices, marketing, production, specialization, subsidies, cooperatives, and problems associated with rural development isolation, declining population, transportation, education, social services).	Applying, Integrating, Multicultural, Gender Fair	

BEST COPY AVAILABLE

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B, C, D	3. Evaluates the impact of technology on society (e.g., improved communications, development of large industries; mechanization of agriculture; mobility of work force, specialization of labor, changes in careers and occupations, growth of a service economy).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D	4. Evaluates changes in racial ethnic relations (e.g., contributions of various groups, immigration policies and settlement patterns, processes of acculturation, effects of discrimination and persecution, government policies, court decisions, desegregation of public facilities, awareness of needs, civil and human rights movements).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D	5. Evaluates changes in female and male roles (e.g., gender stereotyping; discrimination in income, education and employment; liberation and protest movements; government policies and laws; court decisions; Equal Rights Amendment; relationship of changing roles to technological, economic and political changes).	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D	6. Evaluates changes in the family patterns (e.g., changes in the function, role and size of families; effects of mobility on family life; impact of changes in other institutions on the family; differing family structures; impact of increased life expectancy; impact of changing marital relationships).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D	7. Evaluates changes in work patterns (e.g., the work ethic, concepts of achievement and success, unemployment and underemployment patterns, effect of occupational mobility, impact of automation, development and influence of labor unions, the use of leisure time, importance of education and training).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D,	8. Evaluates changes in population patterns and their impact on minority/majority groups (e.g., birth rate, increased life expectancy, needs of senior citizens).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F	9. Evaluates social problems such as alienation, poverty, health, crime, aging, drug abuse, pollution and racism, sexism and their interlocking relationships, abuse of children, spouses.	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F, H	10. Evaluates the development of educational institutions (e.g., development and organization of public educational system, effect of federal and state involvement, training of teachers, control of schools, costs and benefits of education, changing curricula, alternatives to public or formal education, vocational education, equality of education, special education).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C, D, E, F, H	11. Evaluates development of religious institutions (e.g., origins of organized religious groups, basic tenets of various religious groups, historical events impacting on religious groups, reform movements, constitutional view of the relationship between church and state, judicial decisions relating to religious beliefs).	Applying, Integrating, Multicultural, Gender Fair	
A, B, C D, F	12. Evaluates the effects and impact of demographic changes on minority/majority groups (e.g., settlement patterns--old-young, north-south, urban-rural; limiting resources--water, services).	Applying, Integrating, Multicultural, Gender Fair	
	J. Uses concepts, generalizations and theories to explain and understand the past of any one society and a cross section of major Western and non-Western societies.		
A-L	1. Evaluates cause and effect including multiple causation, continuity, change, challenge and response, and leadership/conditions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A-L	2. Understands time perspective, including change over time, chronology, rate of change, repetitiveness and uniqueness of change.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A-L	3. Evaluates human experience including culture, culture perception, independence/interdependence, institution, symbols and traditions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A-L	4. Uses historiographic skills including evidence, frames of reference, empathy, interpretation, objectivity, primary and secondary sources, societal and cultural, concerns and questions.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	

THINKING AND PROCESSING SKILLS. The learner develops the competencies to acquire, organize, evaluate and report information for purposes of solving problems and clarifing issues.

A. The learner identifies the central problem in a situation; identifies the major issue in a dispute.

A, C	1. Clarifies vague and ambiguous terminology.	Applying, Integrating	
A, C	2. Distinguishes among definitional, value and factual issues in a dispute.	Applying, Integrating	

B. The learner applies divergent thinking in formulating hypotheses and generalizations capable of being tested.

A, C	1. Uses processes of logic (e.g., scientific method, sequencing, measuring, formulating models).	Applying, Integrating	
A, C	2. Uses processes of creative, intuitive holistic synergistic systemic (e.g., delphi, brainstorming, matrices, future wheels, and trend extrapolation).	Applying, Integrating	

C. The learner identifies and locates multiple sources of information and evaluates the reliability and relevance of these sources.

A, C	1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, from diverse groups, books on subject, reference works, maps, magazines, newspapers, fiction, radio, television, computers, aerial photography, interviews, surveys, experiments, statistical data, case studies, systematic observations, personal experiences, artistic representations, community and cultural resources).	Applying, Integrating	
A, C	2. Distinguishes between relevant and irrelevant sources.	Applying, Integrating	
A, C	3. Distinguishes between reliable and unreliable sources.	Applying, Integrating	

D. The learner demonstrates ability to use reliable sources of information.

A, B, C	1. Uses more than one source to obtain information.	Applying, Integrating	
A, B, C	2. Develops questions appropriate for obtaining information from sources.	Applying, Integrating	
A, B, C	3. Records observations and information obtained from sources.	Applying, Integrating, Psychomotor	

BEST COPY AVAILABLE

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B, C	4. Identifies points of agreement and disagreement among the sources.	Applying, Integrating	
A, B, C	5. Evaluates the quality of the available information.	Applying, Integrating	
	E. The learner organizes, analyzes, interprets and synthesizes information obtained from various sources.		
A, B, C	1. Identifies central elements in information.	Applying, Integrating	
A, B, C	2. Classifies information.	Applying, Integrating	
A, B, C	3. Distinguishes statements of fact from statements of opinion.	Applying, Integrating	
A, B, C	4. Distinguishes statements of inference from statements of fact.	Applying, Integrating	
A, B, C	5. Identifies stated opinions, biases, cultural and gender stereotypes and value judgments.	Applying, Integrating	
A, B, C	6. Differentiates between points of view and primary and secondary sources.	Applying, Integrating	
A, B, C	7. Recognizes logical errors.	Applying, Integrating	
A, B, C	8. Recognizes inadequacies or omissions in information.	Applying, Integrating	
A, B, C	9. Makes inferences from data.	Applying, Integrating	
A, C	10. Identifies cause and effect relationships and differentiates between causation and correlation (e.g., relationships among cultural, religious or political groups).	Applying, Integrating	
A, C	11. Recognizes interrelationships among concepts.	Applying, Integrating	
A, C	12. Identifies nature of sample.	Applying, Integrating	
A, C	13. Identifies stated and unstated assumptions.	Applying, Integrating	
A, C	14. Summarizes information.	Applying, Integrating	
	F. The learner uses summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, forecast and create scenarios.		
	G. The learner validates outcome of investigation.		
A, C	1. Tests solutions to problem or issue when possible.	Applying, Integrating	
A, C	2. Modifies solutions in light of new factors or considerations.	Applying, Integrating	
A, C	3. Analyzes trends and modifies projections when necessary.	Applying, Integrating	
	H. The learner appraises judgements and values that are involved in the choice of a course of action.		
A, C	1. Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.	Applying, Integrating	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, C	2. Develops a set of criteria for judgeing proposed courses of action in terms of actual and projected consequences.	Applying, Integrating	
A, C	3. Applies the established criteria to actual and projected consequences of a proposed course of action.	Applying, Integrating	
A, C	4. Selects and defends a position or course of action consistent with the established criteria.	Applying, Integrating	

AFFECTIVE OUTCOMES. The learner examines own and others' feelings, beliefs, and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing positive self-concepts.

A. The learner expresses awareness of the characteristics that give identity to females and males of diverse cultures.

A, C	1. Identifies a range of individual (personal) characteristics.	Applying	
A, C, E	2. Identifies the characteristics of the individuals, groups, institutions, or associations, with which people identify (e.g., socioeconomic, ethnic race, gender, religions, peer, age).	Applying	
A, C, E	3. Identifies the similarities and differences between one's own character and those of the groups with which one identifies.	Applying, Integrating	

B. Expresses awareness of one's goals (aspirations), the different goals of the different groups with which one identifies, and compares and contrasts those goals.

A, C, I, J	1. Identifies one's own goals.	Applying	
A, C, I, J	2. Identifies the goals of the individuals, groups, institutions or associations with which one identifies.	Applying	
A, C, I, J, K	3. Evaluates the changing nature of goals.	Applying, Integrating	

C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.

I	1. Identifies one's strengths.	Applying	
B, F	2. Identifies the strengths of the groups, institutions and associations with which one identifies.	Applying	
B, F, I	3. Identifies the relationship between one's strengths and the strengths of the different groups with which one identifies.	Applying	
B, C, G	4. Recognizes the societal barriers to full development that may exist (e.g., racism, sexism, ageism, classism).	Applying	
A, C, F, G, I, J	5. Suggest ways of maximizing one's effectiveness individually and in groups.	Applying, Integrating	

D. The learner examines own beliefs and values and the relationship between these and behavior.

A, B.3, 9, C, E, F	1. Describes and explains own feelings and preferences about diverse cultural groups, females/males, beliefs and ways of life and is willing to trust feelings and preferences of others.	Applying, Integrating	
A, B.9 C, D, J.5	2. Describes ways one expresses own feelings and preferences about diverse culture groups, females/males, beliefs and ways of life.	Applying	
C, D, E, I	3. Identifies and gives reasons for one's own criteria for judgement of beliefs and actions of other people, and for judgement of own beliefs and actions.	Applying	

BEST COPY AVAILABLE

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
I, J, L	4. Demonstrates a growing awareness of responsibility for one's own behavior.	Applying	
I, J, L	5. Demonstrates awareness of one's own acts and of how they affect others.	Applying, Affective, Psychomotor	
A, C, I, J, L	6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.	Applying, Affective, Psychomotor	
A, C, F, I, J, L	7. Identifies own beliefs and values, and those of others, in a dilemma situation involving members of family, or peer different cultural groups.	Applying, Affective, Psychomotor	
A, C, F, I	8. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses, and selects and defends a position.	Applying, Integrating, Affective, Psychomotor	
	E. The learner develops the human relations skills and attitudes necessary to communicate with females and males of diverse cultural groups.		
A, C, D, G	1. Has positive interactions with females and males of all races, cultures, religions, mental and physical characteristics, when presented with such opportunities.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
A, C, D, E, G	2. Respects the rights of others to behave in humanistic ways congruent with their value systems.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
D, E, F	3. Encourages others to express their feelings and opinions.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
G, G	4. Demonstrates understanding of others' viewpoints and feelings.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
A, C, G	5. Asks for clarification and elaboration of ideas of others. Clarifies and elaborates own ideas.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
D	6. Provides emotional and intellectual support for others.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
	F. The learner expresses awareness of the physical, intellectual, cultural and social conditions of human beings, and suggests ways these can be improved.		
A, B, C	1. Expresses an interest in the physical, intellectual, cultural and social conditions of human beings.	Applying, Affective, Multicultural, Gender Fair, International/ Global	
A, C, D, E, F, H	2. Suggests ways society can help improve the condition of human beings in all cultures and both genders.	Applying, Affective, Multicultural, Gender Fair, International/ Global	
A, C, D, E, F, H	3. Suggest ways one can personally and practically help in improving the conditions of human beings in all cultures and both genders.	Applying, Affective, Multicultural, Gender Fair, International/ Global	
	G. The learner demonstrates a commitment to female/male and diverse group rights and acts in support of equal opportunity.		
A, B, C D, E, F, H	1. Demonstrates respect for the moral and legal rights and basic freedoms of females/males of diverse groups, other people, and indicates why such respect is important.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, H	2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, H	3. Demonstrates an interest or willingness to act in supporting open and equal opportunity, and explains why this is important.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A, B, C, D, E, F, H	4. Participates individually, or with others, in promoting or removing legal, social, educational and economic obstacles to the full development of females/males or diverse groups.	Applying, Integrating, Multicultural, Gender Fair, International/ Global	
A-K	5. a) Acquires and uses information; b) Assesses own involvement c) Makes decisions d) Makes judgements e) Communicates f) Cooperates g) Promotes diverse group interests h) Reaches out and renews relationships with adversaries.	Applying, Integrating, Affective, Multicultural, Gender Fair, International/ Global	
	H. The learner demonstrates effective involvement in social interaction.		
A, B, C	1. Participates in making decisions at home, in school, in peer/cultural groups or at work.	Applying, Multicultural, Gender Fair	

BEST COPY AVAILABLE

State Board of Education Learner Goals	Learner Outcomes	Developmental/ Concept Emphasis	Assessment
A, B, C, F	2. Participates in setting, planning, achieving and evaluating the goals of the groups to which one belongs.	Applying, Integrating, Multicultural, Gender Fair	
A, B C, F	3. Participates in social, political, economic and cultural activities carried on in own community, nation and the world.	Applying, Integrating, Psychomotor, Multicultural, Gender Fair, International/ Global	

I. The learner is developing a positive feeling about one's self.

Scope and Sequence: Alternatives for Social Studies

INTRODUCTION

Donald H. Bragaw

At the National Council for the Social Studies House of Delegates meeting in November 1979, a resolution proposed by the California Council for the Social Studies was passed, asking the Board of Directors to appoint a special task force to examine the matter of developing a "series of options for scope and sequence for the K–12 curriculum in social studies which is based on the NCSS Curriculum Guidelines."

While the resolution asked for a task force composed of a cross section of social studies educators, the Board of Directors postponed action on the resolution because of budgetary considerations. In June 1981, however, President Theodore Kaltsounis appointed an ad hoc committee of the Board, chaired by Jan L. Tucker, to investigate the possibilities and hold a series of hearings at state and regional meetings. The Committee recommended to the Board of Directors in June 1982 that the Council develop a scope and sequence for the K–12 curriculum in social studies.

The Board accepted the report and asked President James Banks to appoint a task force. Because of severe budgetary constraints, Banks was unable to appoint a group from all parts of the country, but he assembled a volunteer group of distinguished professionals by concentrating the effort in the Northwest under the very able and respected leadership of John Jarolimek, a former NCSS president.

The Task Force met during 1982–83 and presented its report to the Board of Directors at its June 1983 meeting. In order to assure a national spectrum of opinion on the Task Force's report, President Banks had also appointed a National Advisory review panel representing a wide sampling of all segments of the Council's membership for an initial review. That review served as a "field test" of the document, and, based on the comments received, the Task Force made some changes that it felt were merited.

In November 1983, the Board of Directors accepted the Task Force Report as a preliminary statement and decided that the revised document should be circulated to the membership in the April 1984 issue of *Social Education* along with commentaries from a sampling of members across the country, and from the same membership spectrum of social studies professionals. The publication of the document brought a limited, but significant response, which again showed that teachers and supervisors of social studies across the country thought that the report well represented what *the* social studies scope and sequence should be. A smaller, but highly articulate group, primarily from the college and university membership, believed that the report represented, at best, a reinforcement of the status quo, if, indeed, it were not a step backward.

The composition of the Board of Directors had also changed since 1981 and 1982, and strong feeling emerged that the report was an acceptable position. However, given the diverse nature of social studies in both its discipline base as well as its state requirements across the nation, the Board felt that the profession would be ill-served if the National Council for the Social Studies were to endorse one scope and sequence design—which might have implied a "national scope and sequence."

It opted instead for the position of the original house resolution, that the Jarolimek report represented only one possible way in which a K–12 social studies program might be organized. Taking that position, the Board, at its November 1984 meeting, discussed ways in which to provide the membership with other possible ways to organize a K–12 scope and sequence. The program committee of the 1985 Annual Meeting was asked to provide for a major session to deal with possible alternatives. Following that session and after intense discussion, the Board of Directors adopted the idea that the scope and sequence discussion should become a continuing dialogue for the Council and directed that professional assistance be sought to develop alternative scope and sequence designs.

It was further decided that such alternatives would be published in *Social Education* in time for the Annual Meeting where sessions would be held to continue the dialogue. This issue of *Social Education*, then, is a key document closely related to the Annual Meeting and to continued professional discussion.

While several scope and sequence ideas have emerged over the years, there has been a fairly consistent adherence to the "expanding horizons" model formulated by Paul Hanna in the mid-1930s and cemented into place by textbook companies. Hanna's ideas reflected both the previous work done by various social studies educators and commissions—assumptions about how a child's social world grows—as well as a growing recognition of the United States' economic and political interdependence with other areas of the world that were also attempting to climb out of the depression. The rapidly accelerating involvement of the United States in the conflagration of war and its aftermath intensified the acceptance of the public's need to know about all the places where United States military forces were stationed and sometimes killed.

The notions of "distant" lands and "exotic" peoples were somewhat mitigated by filmed newsreels that became a major part of going to the movies during the late 1930s, the 1940s and the early 50s. That phenomenon was continued by the advent of television, which frequently used the medium to explore the vast

wonders of the "unknown" and known world. The presence of numerous war brides from all over the world also helped to break down stereotypes of grass skirts, wooden shoes and Brunhilda-like maidens—all of which expanded people's horizons to a centralizing idea that people were as much alike as they were different.

The academic world of the social and behavioral sciences were significant contributors to this universalizing principle. Textbook writers tended to reflect that acceptance. But however one arranged subject matter in the social studies, certain constants remained:

- A clear commitment to democratic values.
- A need for students to know, to take pride in, and be able to call upon their historical roots.
- A need for students to know the structure and function of their governing and economic institutions, and to be able to compare them to others.
- A need to engage in more active civic participation.
- A call for student learning that commits them to active learning—social interaction.
- A recognition of other cultures and the varying values systems that exist throughout the world.

Dick Gross and Tom Dynneson's task in the introductory article is to put the progression of the arrangement of these ideas into historical perspective. Such perspective can give a greater sense of how the social studies profession (and the National Council for the Social Studies in particular) has responded to the notions of scope and sequence and the influences that have shaped those reactions.

The Alternatives Considered

The original report of the Task Force on Scope and Sequence was published in the April 1984 issue of *Social Education*, which in effect, constitutes a sixth alternative. A copy of the report can be obtained from *Social Education* at the NCSS office.

Adopting for his rationale the centrality —and thus the integrative nature—of history and cultural geography to the social studies program, Matt Downey asserts a schema that with the exception of one year, focuses on an "expanding historical horizon" consistent with Downey's understanding of the learning theory undergirding a child's perception of time and space. The social sciences provide the "theoretical insights," "concept rigor," and "precision of language" by which to study society and cultures.

Mike Hartoonian and Margaret Laughlin see education as having two major purposes: to maintain our cultural heritage and to improve self and society. The social studies in their view has the major integrative function for all schooling. But what specific social studies subject(s) should be presented at each grade level is a matter for local curriculum committees and teachers to decide—for such decisions are essentially political in nature. Laughlin and Hartoonian do see, however, broad themes that should guide such decision making and offer a series of questions linked to their view of learning theory, which might help a local committee to focus both its own thinking about the developmental nature of the social studies and the selection of grade level social studies topics.

Social studies, according to Shirley Engle and Anna Ochoa, should be the "confrontation of young citizens with the problems contained in the disciplines and in the unfolding of society, past, present and future." Continuing a heavy reliance on geography and history, Engle and Ochoa opt for a problem-solving rationale. Avoiding prescriptive grade by grade topics, they offer seven curriculum strands that offer curriculum decision makers a basis for the content of a K–12 social studies program.

Basing their rationale on the ideas of social transformation, Bill Stanley and Jack Nelson are less concerned with the *what* of social studies—for they would use traditional sources of data from history and the social sciences—than the *how* of how the subjects are taught. The focus of such studies would be on the "continuing improvement of society by applying social criticism and ethical decision making to social issues." While offering general guides to content selection for social studies at the K–3, 4–8 and 9–12 levels, Nelson and Stanley believe that social education (the preferable term) should be "constantly open to analysis, comparison, skepticism and critical judgment."

Willard Kniep ventures into the arena of global education by offering a rationale that would assert that all subjects—not just social studies—should be couched in terms that help students to see the vast network of interrelationships that permeate a constantly changing world. Like the previous three scope and sequence proposals, the specific content offered is suggestive and, within the guidelines offered, should be selected locally.

Accompanying the current discussion are voices from the past. Special boxed items distill the essence of what those who helped to set the terms of debate about scope and sequence for the past 60 years had to say.

Recent challenges to the way in which social studies is organized and taught today is but another reflection of the need for the profession to seriously evaluate where it has been along the scope and sequence road, and where present day domestic and global imperatives seem to be pointing. To paraphrase Shakespeare, the problem, Dear Brutus, may not be in our scope and sequences, but in our failure to stake out clear and achievable goals for the school area called social studies. That larger issue is the motivating force behind the effort that the National Council has initiated to establish a National Commission for the Social Studies.

In close cooperation with national history and social science organizations, the objective of such a commission would be to consider what the goals for social studies should be in the 21st century. Readers might well examine the rationales in each of the above scope and sequence alternatives to see how they could assist such a commission to more clearly focus on future needs in the area of social studies education. Such reflection would provide social studies faculties everywhere with a provocative basis for analyzing their own programs. ❑

Donald H. Bragaw is Chief, Bureau of Social Studies Education, New York State Education Department.

Reprinted by permission.

A Century of Encounter

Thomas L. Dynneson and Richard E. Gross

For more than 100 years, educators have struggled to develop an effective scope and sequence for the schools that can meet the needs of students and society while preparing the next generation for the challenge of the future.

The scope and sequence is the infrastructure (range and order) of the curriculum. It also is the connecting link between the theoretical foundation of the curriculum and the applied instructional materials used in the classroom. Scope and sequence encounters are rooted mainly in philosophical disagreements, the contemporary agendas of special interest groups, and the social issues that influence society. Encounters over scope and sequence are the battlefields on which educational decisions are fought and won or lost.

Scope and Sequence, 1886 to 1986

Encounters, 1886–1906: The Role of the Secondary Public School

In the 1880s the enrollment of the public schools overtook the enrollment of private schools. Public secondary schools were spreading across the nation and there was a need to define their role. With expanding enrollment in higher education, high schools tended more in the direction of college preparation and what was deemed necessary for entrance and success in the university.

Between 1894 and 1906, a number of influential national committees were formed to determine the nature of the high school and to prescribe a curriculum for these emerging schools. They recommended scope and sequence patterns that eventually would be adopted by the schools. During these early years, the social studies were especially influenced by the efforts of the American Historical Association (AHA) and the National Education Association (NEA) (Gross and Dynneson 1983, 19–20).

Encounters, 1906–1926: The Curriculum of the Secondary School

National committees continued to work on specific problems, but they often went beyond their assignments in order to advance the interests of their subject matter organizations. The historian tended to advance the cause of history and many social reformers and educators advanced the cause of progressive education. In 1916, the National Education Association formed a Commission on the Reorganization of Secondary Education, which established a scope and sequence for the social studies that in time became the standard secondary social studies framework.

> Encounters over scope and sequence are the battlefields on which educational decisions are fought and won or lost.

1916 Scope and Sequence

GRADE SEVEN	European history and geography
GRADE EIGHT	American history
GRADE NINE	Civics
GRADE TEN	European history
GRADE ELEVEN	American history
GRADE TWELVE	Government or problems of democracy

(Gross and Dynneson 1983, 20–21)

History maintained an important position in the curriculum when the social studies program was formed as a result of the NEA Commission. The influence of progressive education was felt when the Commission combined the theories of Herbert Spencer and the pedagogical principles of John Dewey with the principles of a new social history espoused by James Harvey Robinson. The "new history" promoted "social efficiency" and citizenship education. The result was a history with two missions. Academic historians were put off by these "reforms" and continued to promote "scientific history" for the schools (Hertzberg 1981, 27).

In 1926, the American Historical Association organized a committee on history and the social studies to revitalize the teaching of history in the schools, but the work of the multidisciplinary committee did not begin in earnest until the 1930s. Meanwhile, the historians remained unsettled by the conditions of history instruction in the public schools. The encounters of this era brought the idea of the social studies to the forefront, but curriculum and instructional practices of the schools remained quite traditional.

Encounters, 1926–1946: The Social Studies Under Attack

The National Council for the Social Studies had been founded in 1921 and had close ties with the American Historical Association. Historians helped to carry the Council through some very difficult times. During the Great Depression, some liberal historians became affiliated with the ideology of "social reconstruction."

They also attempted to reconcile old progressive principles with the new values and principles of the "New Deal." Harold Rugg, an advocate of "social reconstruction," crusaded to change the way history was being taught in the schools (Rugg 1923, 9–14). He especially disliked the nature of the social studies textbooks. Rugg promoted the idea that

history and public education had a social mission to perform, to reconstruct American society (Rugg 1921, 249–252). During this same period, the eminent historian Charles Beard directed the American Historical Association's Commission on the Social Studies.

The Commission completed 17 reports that essentially promoted the disciplinary approach to the teaching of history. The Commission ended in a split decision over the acceptance of its own "Conclusions and Recommendations" (Gross and Dynneson 1983, 22). One year later, the NCSS published a yearbook that called for the use of a wider range of materials from the social sciences in an attempt to broaden the social studies scope and sequence of the curriculum.

In 1939, NCSS issued the first of a curriculum series entitled *The Future of the Social Studies: Proposals for an Experimental Social Studies Curriculum*. The editor, James A. Michener, invited 15 social studies leaders to propose experimental scope and sequence designs for the social studies curriculum. The following approaches have been distilled from the experimental proposals:

- A Community or Civic-Centered Approach
- A Social Problems Approach
- A World Study or Global Approach
- A Social Reconstruction Approach
- A Child-Centered or Individualized Approach
- A Good Citizenship Approach

(Gross and Dynneson 1983, 22–29). While none of the proposals was adopted, the publication demonstrated the importance of scope and sequence experimentation to the social studies early in its history.

Scope and sequence in the social studies was also influenced by the NEA. The National Education Association, working with the American Association of School Administrators, sponsored the Educational Policies Commission. That Commission supported the curricular "fusion" approach or core curriculum. The core curriculum cut across subject or disciplinary lines (Hertzberg 1981, 56–57). This approach had great appeal to those who preferred an integrated approach to scope and sequence. The

core approach added more fuel to the fire in the encounters that would follow between academicians and educators.

In 1941, historian Ralph W. Robey of Columbia University compiled abstracts of 800 social studies textbooks in a study commissioned by the National Association of Manufacturers. It was charged in the *New York Times* that the texts tended to criticize the U.S. government, were critical of the free-enterprise system and were poorly written (Hertzberg 1981, 66).

In another encounter, U.S. historian Allan Nevins charged that American history was being neglected. Nevins and others preferred the pure discipline approach as opposed to the more integrated approach of the social studies, which he designated as "social slush." Clearly, the encounters of this era did not serve to gain agreement on scope and sequence or to unify the field.

Encounters, 1946–1966: History and the Social Sciences vs. Citizenship and the Social Studies

The encounters of an earlier age continued into the late 1940s and middle 1950s. In 1953 and 1955, historian Arthur Bestor criticized the schools in broad-based charges that included a hazing of the social studies. Integrated instructional programs were the target of Bestor's attack. According to Bestor, the social studies approach led to a watered-down history (Bestor 1956, 126–29). The Cold War that had followed World War II led to open public debate about the ability of our educational system to prepare students for the new Soviet threat.

During this same period, Paul Hanna, working from a child development perspective, worked out a scope and sequence model. According to his model, students would begin a K–6 social studies program by starting with the experiences of the student.

Hanna's Proposed Scope and Sequence Model

GRADE ONE	1. The child's family community
	2. The child's school
GRADE TWO	3. The child's neighborhood community
GRADE THREE	4. The child's local communities: city, county, metropolis
GRADE FOUR	5. The child's state community
	6. The child's region-of-states community
GRADE FIVE	7. The U.S. national community
GRADE SIX AND ABOVE	8. The communities of the world

The Hanna model (Hanna 1963, 193), with some variations by different states and publishers, became the standard for elementary social studies.

The Soviet Union's launching of *Sputnik* led politicians and others to blame U.S. technological failures on U.S. education. As a result, the federal government sponsored and helped to finance a new educational reform movement. The reform movement led to the rise of the disciplinary approach in the social studies.

Separate projects in history and the social sciences eventually were started and before it ended, more than 100 projects were organized in the social studies. New experimental scope and sequence patterns emerged out of these efforts. The majority of these projects focused on what Jerome Bruner had termed the "structure of the discipline" in which scope and sequence patterns were organized around key disciplinary concepts (Gross and Dynneson 1983, 38).

As a result of these efforts, the social studies curriculum came under tremendous pressure to change and to accommodate new subjects. There simply was not enough room for all that was being

Reprinted by permission.

proposed. This produced a "do-your-own-thing" mentality that led to near anarchy and a balkanization of the social studies. Again, encounters within and without the field brought greater diversification; from minicourses to mounting electives, it seemed that old patterns were finally being shattered (Gross 1977, 196).

Encounters, 1966–1986: Academician vs. Value and Ethical Education

By the mid-1960s, the Vietnam War and the Civil Rights movement changed the mood of the nation. Scholars began to reflect on the moral nature of our domestic and international affairs. In 1968, the country was in turmoil because of a series of social crises that directly affected the schools. Ever since the early progressive years, the social studies had had a natural concern for social problems. These concerns prompted encounters between the academic advocates of the disciplinary approach and those who focused on the social problems of our society (Morrissett 1979, 12–17). This led to various approaches that were designed to explore and investigate value issues and promote character and citizenship development.

By 1979, the fragmentation within the field was obvious. The profession began a search for unity and direction. The stability that remained in the curriculum was due mainly to a traditional scope and sequence pattern that had remained in place despite the pressures for change. The back-to-basics movement was also about to threaten the position of the social studies in the schools, and social studies leaders needed a program to defend their unsettled and shrinking terrain.

Considerations for the Future

As early as May of 1963, Richard E. Gross and Dwight Allen published an article in the Phi Delta Kappan calling for:

> the establishment of a national research center for social studies and a comprehensive, coordinated assessment of the social studies curriculum and instruction by a national commission responsible for planning alternative social studies programs, grades K through 14. (Gross and Allen 1963, 360)

Gross and Allen made recommendations regarding the future role of the profession in development and research on scope and sequence issues.

During the summer of 1979, a group of social studies leaders met at Stanford University in order to clarify the problems caused by encounters over scope and sequence issues. They formulated eight questions related to scope and sequence problems in order to find direction and consensus in the social studies (Gross and Dynneson 1980, 370–374).

In 1982, the NCSS board organized a Task Force to study and to make recommendations on scope and sequence.

In 1980, educators associated with the SPAN project located at Boulder, Colorado, identified six important problems that currently plagued the social studies. In an attempt to stimulate a new wave of creative thinking on scope and sequence the SPAN project developed an experimental scope and sequence that focused on the seven social roles that a person experiences during a lifetime (Morrissett, Hawk and Superka 1980, 558–586).

In 1982, the NCSS board organized a Task Force to study and make recommendations on scope and sequence. The Task Force issued its final report in November 1983. The report contained a proposed K–12 scope and sequence that emphasized a citizenship approach. The scope and sequence pattern within the Task Force recommendation was similar to the traditional pattern (Jarolimek et al. 1984, 249–262).

Those who are dissatisfied with the dominant scope and sequence within the social studies, as well as the one proposed by the Task Force, tend to fall into one or more of the following categories:

1. Those who feel that social studies does not meet the current or future needs of students.
2. Those who see social studies as a catalyst for social change.
3. Those who would promote research and development in scope and sequence models as a means to revitalize the field.
4. Those who support a specific project or program that is not currently in the mainstream of social studies instruction in the public schools.
5. Those who feel that a more academic approach is needed in the social studies.
6. Those who would like to balance the social studies curriculum by de-emphasizing the influence of history, civics or geography.

References

Bestor, Authur. *The Restoration Of Learning: A Program For Redeeming The Unfulfilled Promise of American Education*. New York: Alfred A. Knopf, 1956.

Gross, Richard E. "The Status of the Social Studies in the Public Schools of the United States: Facts and Impressions of a National Survey." *Social Education*, 41 (March 1977): 194.

Gross, Richard E., and Thomas L. Dynneson. *What Should We Be Teaching in The Social Studies?* Bloomington, IN: Phi Delta Kappa Educational Foundation, 1983.

Gross, Richard E., and Thomas L. Dynneson. "Regenerating the Social Studies: From Old Dirges to New Directions." *Social Education*, 44 (May 1980): 370.

Gross, Richard E., and Dwight W. Allen. "A Time for a National Effort to Develop the Social Studies Curriculum." *Phi Delta Kappan* (May 1963).

Hanna, Paul R. "Revising the Social Studies: What is Needed." *Social Education*, 27 (April 1963): 190–196.

Hertzberg, Hazel W. *Social Reform 1880–1980*. Boulder, Colorado: Social Science Education Consortium, 1981.

Jarolimek, John, et al. "In Search of a Scope and Sequence for Social Studies." Report of the National Council for the Social Studies Task Force in Scope and Sequence, November 1, 1983. *Social Education*, 48 (April 1984): 249–273.

Morrissett, Irving, Sharryl Hawke and Dwight P. Superka. "Project *SPAN*: Analysis and Proposals for the 1980s." *Social Education*, 44 (November/December 1980): 570.

Morrissett, Irving. "Citizenship, Social Studies, and Academician." *Social Education*, 43 (May 1979): 344–347.

Rugg, Harold O. "On Reconstructing the Social Studies." *The Historical Outlook* (October 1921).

Rugg, Harold O., et al. *Social Studies in the Elementary and Secondary School*, Part II, 22nd Yearbook, National Society for the Study of Education, 1923.

Thomas L. Dynneson is a Professor of Education and Anthropology at the University of Texas of the Permian Basin. Richard E. Gross is Chair of Teacher Education and Curriculum at Stanford University in California.

Time, Space and Culture

Matthew T. Downey

The purpose of the social studies is to help young people understand themselves and the society and world in which they live, so that they may act intelligently and responsibly as individuals and as citizens. In recent years, social studies educators have emphasized the importance of their subject in preparing students for the role of citizen. While citizenship education is an important purpose, we must make the case for the social studies in broader terms. The social studies prepares students to participate in a great variety of roles, private as well as public, personal as well as civic. It is capable of doing this because of the broad nature of its subject matter.

The social studies has a rich intellectual heritage upon which to draw. It is grounded in history and geography, is infused with conceptual and theoretical knowledge from the social sciences, and has access to the wide range of human thought and achievement embodied in the humanities. History and cultural geography are mirrors of collective human experience that reach back through the ages and across national and cultural boundaries. The social science disciplines of economics, anthropology, sociology, political science, and psychology give to the social studies the theoretical insights, the conceptual rigor and the precision of language that are indispensable tools for the study of societies and cultures. From the humanities, the social studies has borrowed other approaches to knowledge: from philosophy, questions of meaning and rules for logical thinking; from literature, ways to plumb the depths of human experience; from art and music, windows into the highest aspirations of the human spirit. No other part of the school curriculum is so well endowed to broaden the students' intellectual and social horizons, to expand the "known universe" in which they live.

A solid grounding in the disciplines is essential to the welfare of the social studies. It is the best safeguard against an aimless ecclecticism that would dilute the social studies curriculum with any sort of content that could arguably have social utility. However, to keep the curriculum moored to these academic disciplines does not mean that the social studies is, to paraphrase Edgar B. Wesley, the social sciences and the humanities simplified for pedagogical purposes.[1]

A scope and sequence statement is the framework upon which a curriculum is constructed.

The social studies has developed an identity of its own. Social studies subjects that are taught in the schools differ in several respects from the social science and humanities courses offered in the universities. As a school subject, social studies is more interdisciplinary, more concerned with skills development, and more normative. Its concern with values reflects the function of the schools as instruments of socialization as well as institutions of education. The social studies, to return to Edgar B. Wesley's definition, may be more accurately defined in its relation to the academic disciplines as the social sciences and the humanities adapted to meet the needs of young people and the requirements of the schools.

Goals in social studies education are usually stated in terms of knowledge, skills and values. These are the basic components of social studies instruction. Although there is currently wide agreement among social studies educators about the importance of each of these areas of instruction, each component has historically enlisted quite different constituencies in its support. From this perspective, "knowledge" has tended to be the banner under which social scientists and other academicians involved in social studies education have marched; "skills" is more often the rallying cry of social studies reformers from outside the academic disciplines; and "values" has been the identifying badge of cultural conservatives who call for greater emphasis on history and civics to inculcate patriotism and traditional moral values.[2]

Each of these central components of the social studies commands differing degrees of loyalty and commitment from teachers and educators. Although few individuals are committed to each in equal measure, most will agree that a social studies curriculum must embody all three.

Toward a New Scope and Sequence

This article presents an alternative to the scope and sequence recommended by the 1983 NCSS Task Force.[3] This alternative is derived from several sources, including the preceding brief statement of rationale. The scope of the content was determined partly as a perception of what students need to know to be able to act intelligently and responsibly, and its placement by assumptions about how children learn.

The nature of the subject matter of the social studies has also had a shaping influence. Time and space are difficult notions for young children to grasp, but they are integral to the social studies. The curriculum must be arranged to help them develop an understanding of how people, places and things are related in space and time. The scope and sequence described

here departs in several respects from the one presented by the NCSS Task Force.

This scope and sequence abandons the expanding environments model, which bears little or no relationship to what we know about how children learn. As Diane Ravitch has persuasively argued, that model from the 1930s was grounded not in learning theory, but in the educational ideology of its time. "It is important to recall that the expanding environment approach was established not as a result of the findings of cognitive or developmental psychology, but as a result of specific social and political values," Ravitch notes. "The psychological claims on its behalf have never been established."[4]

The scope and sequence widely used today fails to provide an adequate structure for teaching history and geography. The primary grades do not prepare students for the formal encounter with history and geography in the later elementary grades by developing the skills necessary to deal with concepts of space and time. Once history instruction begins at grade 4 or 5, the present curriculum virtually assures that student interest in the subject will be quickly stifled by having to cover too much ground too rapidly and superficially.

For history instruction, the present curriculum relies largely on repeated use of the survey approach. Surveys of United States history are presented usually at three grade levels, with surveys of world history appearing in two grades. While the survey approach has value for the purpose of synthesis, by its very nature it sacrifices depth of learning to breadth of coverage. Its proper place is near the end of a history curriculum, after substantial learning has already been achieved. Repeated surveys are especially out of place in world history. Attempts to cover whole civilizations in a few days or, at most a few weeks, result in treatments too superficial for much permanent learning.

The scope and sequence presented here uses a chronological organization that places history and geography at the center of the social studies curriculum. Of all the social science and humanities disciplines, history is the one most capable of synthesizing the varieties of human experience. Its chronological organization provides a suitable framework for integrating much of the subject matter of the social studies. "Crowning them all is history, which began with the songs of bards and ends in philosophy," wrote Charles A. Beard in the 1932 report of the Commission on the Social Studies. "So conceived, history can furnish cement to bind all other social disciplines into a workable unity, giving to them a patterned background and, by virtue of its basic time element, a dynamic which pertains to the future."[5]

Wedded to literature and the humanities as well as to the social sciences, history is narrative as well as analytical. As Beard pointed out, the narrative description of events unfolding over time gives the social studies curriculum its dynamic quality. No less important is geography, which is concerned about the spatial context in which historical developments take place. As history helps students acquire a sense of historical time, geography gives them an understanding of the importance of place. Time and space are the fundamental dimensions in which human cultures evolve and human beings interact.

The proposed scope and sequence provides for an integrated social science and humanities curriculum. Each level of the curriculum and virtually each year at each level draws its content from a great variety of sources, including history, geography, anthropology, economics, political science, sociology and

psychology, as well as literature, philosophy, art and architectural history, and music. One device that permits us to integrate knowledge from these several disciplines is the concept of culture. It is an important component of this proposed curriculum. The term culture is used here in its structural sense, as defined in the following way by Clyde Kluckhohn and W.H. Kelly: "A culture is an historically derived system of explicit and implicit designs for living which tends to be shared by all or specially designated members of a group."[6]

Culture, by this definition, includes values, customs and beliefs, but also other aspects of patterned and systematic group behavior. It includes social interactions that vary from one culture to another, patterns of political behavior, and artistic and literary expressions of a people. With culture defined in this way as a core concept, the curriculum permits the inclusion and cross-cultural comparison of a great variety of forms of human activity. It depends upon the historical dynamic to prevent the analysis of culture from becoming static and two-dimensional. The curriculum focuses on human cultures as they evolved over time in response to the actions of people within the cultures and interactions between cultures.

This scope and sequence also marks a departure from the prevailing pattern of repeated history surveys. It does not attempt to cover the whole of United States or world history each time the subject occurs. Instead, this framework emphasizes a different period at each grade level to give students time to examine each historical era in much greater depth than is now possible. It also develops a somewhat different historical synthesis at each grade level. The emphasis in grades 5 and 6 is on social history; economic and social developments receive major attention at grades 7 and 8; and a political/economic/social history synthesis is presented at grades 10 and 11. This design does not abandon the survey approach altogether. Each year of history instruction begins with a backward look at what came before, reaching back especially for the antecedents of major developments to be examined during that year.

Illustrative Scope and Sequence—Content

The scope and sequence statement that follows presents a model curriculum for social studies from kindergarten through grade 12. It is divided into three sections: primary grades (K–3), elementary grades (4–8) and secondary grades (9–12). Dividing the curriculum in this way serves to recognize that learning in the social studies is cumulative and that each stage of instruction should prepare students for more advanced learning at the next highest level.

Grade Level Placement: Primary Grades

In the primary grades, students are introduced to the concept of culture—an idea much too abstract to be used at this level—by looking at three of its most concrete dimensions. Cultural patterns are most visible in the way people (1) provide for the necessities of life, (2) live together, and (3) enrich their lives and express themselves through the visual arts, storytelling and literature, music and dance. Learning how people have lived in other places and times helps children develop new vantage points from which to see themselves and the world around them.

Learning to view the world from alternative perspectives is an essential step in developing reflective and critical thinking. Social studies instruction in the primary grades contributes fundamentally to the development of higher-level thinking skills.

The primary social studies curriculum also helps children learn how to think in disciplined ways about space and time, two of the most difficult concepts that students must master.

Kindergarten: The Children's World

The children's first encounter with the social studies in kindergarten should be a wide-ranging introduction to the way people live as seen through the eyes of children. They should be introduced to all kinds of children, those who live far away as well as nearby and those who lived in remote times as well as the present. They should also become acquainted with children in literature and in fantasy.

During each encounter, students should be given time to compare their own experiences with those of the children they are learning about. Instruction this year should examine children's play, nursery rhymes and children's stories, conditions of family living and a variety of relationships between children and adults. Kindergarten should also begin formal instruction in spatial and temporal relationships, concentrating on personal space (school and home) and personal time (daily routines).

The scope and sequence presented here uses a chronological organization that places history and geography at the center of the social studies curriculum.

Students should learn to make simple maps of the spaces around them, to tell time and make simple time schedules. Above all, social studies instruction should help make this an exciting year, a year filled with mental adventures out into space and back in time.

Grade 1: Essentials for Living

Social studies instruction at grade 1 should focus on the most basic elements of human culture, things that people depend upon to meet their daily needs—shelter, food, clothing, tools, means of transportation, and, in modern societies, basic services. While instruction should from time to time be concerned with the here and now of the students' own lives, the sense of adventure planted in kindergarten must be nurtured by examining how people in other places and times have provided for basic needs in their own unique ways. The students should compare types of houses, clothing styles and levels of technological development at various times and places, as depicted in art and literature, especially children's literature, and in factual accounts. They should also examine the kinds of work people have done, and the

music they have composed—both about work and to help ease the drudgery of work. They should discover similarities in the human experience, despite great differences in the way people have met their basic needs.

Their learning about spatial relationships can continue by examining the location of essential places and services in their neighborhood and community. They can map their way to school or to the shopping center. They may look at time in terms of family or generational time, comparing physical aspects of their lives with those of their parents when they were children.

Grade 2: Living Together

At the second grade, attention should shift to the social groups in which people live and to the institutions and customs that groups of people create. Instruction should begin with the family, move on to examine kinship groups, work groups, social groups and people grouped into nations. As in the earlier grades, the students' encounters with groups of people should be wide-ranging in space and time, although never losing touch with the here and now. In each instance, instruction should focus on the human needs that groups help people fulfill—linking this knowledge to that already acquired in the 1st grade about the way people meet and have met essential needs. The students should also look at customs and traditions developed through group living, including special family days and national holidays.

Social studies at grade 2 should also be concerned about the quality of life that living in groups makes possible, foreshadowing the qualitative emphasis that will receive major attention in the grade 3. The development of the students' understanding of spatial and temporal relationships should continue by having them map spaces related to their own family and kin, including family migration patterns, and by examining the temporal dimensions of family and group experience. Constructing family trees, timelines and finding out about the history of their family are suitable activities.

Grade 3: Living Well

At the 3rd grade, the focus of social studies instruction shifts once again, this time to qualitative dimensions of living. People do more than survive and organize themselves into societies; they also express their feelings and aspirations in tangible ways, decorate their surroundings and develop visions of a better life. Although these dimensions of culture have been touched upon briefly in previous grades, here they should be given major attention. The students should look at how styles of clothing and shelter reflect a people's artistic tastes and notions of beauty as well as practical necessity. They should explore some of the ways that groups of people have used literature, folklore and myths, and art and music to give meaning to their daily experiences and to express hopes and aspirations; and they should compare these to aspects of their own culture today.

Introducing students to folklore and myths can also help prepare them for their encounter with cultures of primitive and early peoples in the elementary grades. Students can continue learning to use concepts of space and time by being introduced to the history of their community and by making maps that show its relationship to other communities in their state and region.

Grade Level Placement: Elementary Grades

The elementary social studies curriculum introduces students to the formal study of history and geography. Equipped with an understanding of the basic components of the concept of culture (an abstraction that most students will not yet have grasped) and with the capacity to think backward in time and outward in space, students are ready to investigate people and culture in historical times. Instruction must still be kept concrete, with many opportunities provided for the students to relate past to present.

Instruction at the elementary level provides the historical knowledge that students must have to understand 20th century societies and cultures, which they will examine at the secondary school level.

Grade 4: Early Peoples of the World

The 4th grade is a transitional year

P61

when instruction is designed to consolidate the knowledge learned in the primary grades and to prepare the students for the formal study of history and geography that will begin in grade 5. It consists of an examination of primitive peoples and cultures. Much of the time should be spent on native American groups in North and South America, including an investigation of Indian cultures in the students' own locality and region.

For comparative purposes, students should also be introduced to early human societies in Africa and Europe and to primitive cultures that still exist today. This year of study should challenge students to push back their conception of time to prehistorical eras. It should also give them practice in viewing cultures in a holistic way, seeing how one aspect of living relates to another. This is more easily done with primitive cultures than with more complex modern ones. It is also easier to understand the relationship between human culture and the physical environment by studying primitive societies. Finally, this venture into primitive societies will provide the perspective needed for the students to grasp the significance of the classical civilizations that they will encounter in grade 5.

Grade 5: Classical and Medieval Civilizations

Instruction for this year formally begins the study of history and geography in the social studies curriculum. Students will study civilizations on three continents, Asia (including Japan), Europe and Africa. Each unit of study should be concerned about the evolution of a culture and how people of different cultures responded to their physical environment. The year should begin with an examination of early civilizations of the Near East and of classical Greece and Rome, followed by a unit on China through the Han Empire (220 AD) to give the students an opportunity to compare cultural development in the West and East during approximately the same historical era. But these should not be static comparisons. Each unit must show how the culture developed and changed over time and how Greeks, Romans and Chinese interacted with other peoples.

A third unit should present the expansion of Islam and examine what life was like in Islamic civilization at about the end of the 8th century. Another set of comparative studies should focus on Western Europe during the Middle Ages and the emergence of feudal society in Japan. A final comparison should examine Western Europe during the Renaissance and China during the Ming dynasty (1368–1644). Treatment of Renaissance Europe should include the expansion of European commerce during the 16th century and European voyages of exploration. The year should conclude with an investigation of an African culture of the premodern period, such as the Benin kingdom in West Africa during the 16th and 17th centuries.

Adequate attention should be given to the art, music, folklore and customs, and religious beliefs of the people who helped build the new nation.

In each study, students should examine multiple dimensions of each culture, observe how the culture changed over time and view it within a larger regional and world context. The focus should be kept concrete, emphasizing social history.

Grade 6: U.S. History: Building a New Nation

U.S. history should be introduced in this grade, with major attention given to the colonial background, the creation of the United States and the expansion of this new nation across the continent. Each unit should include instruction in geography, including the physical geography of each region studied and the interplay between culture and environment. Although basically a course in United States history, this year should also help give students a hemispheric perspective.

When appropriate, they should have opportunities to examine parallel developments in North and South America, especially European colonization and movements for national independence. Instruction this year will bring U.S. history to the end of the Mexican War. A unit on state history may be included at an appropriate place to examine larger historical developments in a local context. Despite the emphasis on nation-building, this should not be primarily a year of political history. The focus should be on social history, including everyday lives of ordinary people, and on the social and cultural diversity of the early United States. Adequate attention should be given to the art, music, folklore and customs, and religious beliefs of the people who helped build the new nation.

Grade 7: World History: Early Modern and Industrial Eras

Students in the 7th grade will return to a world history and cultures perspective, with the focus on the web of relationships that developed between Europe, Asia and Africa during the 18th and 19th centuries. The students' geographical education will continue, with the emphasis this year on world economic geography. Instruction should begin with a review of the social and cultural developments examined in the 5th grade, especially the intellectual awakening of Western Europe in the Renaissance.

During the course of the year, the students should examine the following areas and periods in depth: Europe during the Enlightenment (1689–1789), the Industrial Revolution in England (1750–1850), China in transition (1700–1900), the modernization of Japan (1850–1900), Africa under colonial rule (1825–1900) and tradition and change in India and Southeast Asia (1763–1900). The students should consider why some cultures were more successful than others in resisting Western ways during the era of European expansion. Special attention should be given to developments in European art and music, and to the emergence of modern literary styles.

Grade 8: United States History: Making an Industrial Nation

In the 8th grade, students will study modernization and social change in a single nation by examining U.S. history from 1789 to 1914. Geographical educa-

162
BEST COPY AVAILABLE

tion will emphasize changing patterns of land use that accompanied industrialization and urban growth. The year should begin with a review of early American history, with emphasis on the development of trade and handicraft manufacturing during the colonial and early national periods.

Instruction should focus on economic changes associated with industrialization and on the impact of these developments on American society and culture. Political history should receive more attention than it did in grade 5, with particular attention given to the growing sectional divisiveness that led to the Civil War.

Students should also look at U.S. literature, art and architecture, especially as these cultural forms reflected social change. Although the course should focus on the United States, it should not present U.S. history in isolation. It should look at the expansion of the United States' commercial influence in Latin America, at territorial expansion in the Caribbean and in the Pacific, and at the complex web of cultural and intellectual ties that developed between the United States and Europe.

Grade Level Placement: Secondary School Grades

The modern world is the focus of the social studies curriculum in the secondary school years. The historical knowledge about societies and cultures that the students acquired in elementary school will provide a solid foundation upon which to build a mature understanding of the 20th century world. History instruction in the secondary grades should consist mainly of modern history. However, both years of historical study should begin with a modified survey to provide students with a historical synthesis to enable them to place 20th century developments within a larger historical framework. Social studies instruction in the secondary years should focus on civic education—preparing students for their role as citizens in a democratic society and interdependent world.

Grade 9: Community Civics

In this year-long civics course, students learn about their community, become acquainted with local public issues and get involved in community service. The focus of instruction is the public life and institutions of the town or city in which they live. To become better acquainted with the community, students should undertake either a local history project or an investigation using a social science research method. This activity will also help them develop research, writing and thinking skills. Students should also learn about the community, its history and opportunities available for citizens to contribute to the welfare of the community. This can be done, in part, through presentations by and interviews with community leaders and public officials.

A second major project for the year will require students to become involved in some useful community service as the basis for a reflective essay to be submitted by the end of the year on the value of civic participation. This course in community civics is grounded on the assumption that good citizenship begins at home.

Grade 10: The World in the 20th Century

Instruction this year will consist of world history emphasizing the 20th century. An introductory unit should review the students' knowledge of world history acquired in earlier years, looking at aspects of European, Islamic, Asian and African cultures that have endured over time as well as those that changed during the process of modernization.

This broad synthesis will help students place the 20th century world in historical perspective. Students should examine the growing instability of Europe during an era of world wars and economic depression and the growth of nationalism in areas of the world colonized by European nations. They should look at people and cultures that were resisting European influence by mid-century and trace the demise of colonialism after World War II. These developments need to be examined within the context of the ideological and political conflicts of the Cold War era and the emergence of the Third World as a force in world affairs. Students should also examine investment and trade patterns and the growing economic interdependence of nations. Aspects of cultural change and cultural diffusion should also be explored by examining the impact of mass media and modern communications technology on peoples and cultures in the world today. Geographical instruction should emphasize world cultural geography in this 20th century and the growing interdependence of the world's peoples.

Grade 11: The United States in the 20th Century

The year of modern world history will be followed by a course on the United States in the 20th century. It should begin with a survey that traces major threads of historical development that made possible the emergence of the United States as a major industrial and world power by 1900. However, most of the year should be devoted to 20th century develop-

ments. Students should examine the emergence of the modern corporate economy, changes in the social structure and ethnic composition of U.S. society in the 20th century, and changes in the family and other social institutions.

Political history should focus on the expanding role of government in U.S. life and the success of our political institutions in adapting to change. This should also be a course in cultural history, defined broadly enough to include popular culture and the mass media as well as art and literature. Geography instruction should focus on U.S. cultural geography in the 20th century, with particular emphasis on our people's changing perceptions of environmental resources.

Grade 12: U.S. Citizenship in the Modern World

The capstone of the social studies curriculum is a year of national and world civics designed to help students define their role and responsibilities as citizens of a modern democratic society in an increasingly interdependent world. The year should begin by looking backward to the roots of U.S. political culture and the meaning of citizenship in a democratic republic. The students should examine the assumptions about the inalienable rights of human beings that date from the 18th century Enlightenment and were embodied in the Declaration of Independence and protected for American citizens by the Bill of Rights.

Values education is an issue that the social studies profession has approached with considerable caution.

They should also consider the implications of the nation's commitment to republican government and to human rights in U.S. foreign policy and for the responsibilities of U.S. citizens in the world community. Students should be responsible for two projects during this year. One will require research leading to some course of action on a public issue of national importance. For the second project, they must do the same for an issue of international significance. While we assume that good citizenship begins at home, we do not assume that it ends there.

Values and Social Studies Education

Public schools have an important role to play in transmitting values from one generation to the next. In many ways, schools influence what young people value and believe, an influence brought to bear indirectly as well as through classroom instruction. Even within the classroom, students may learn as much about valuing from the example provided by the teacher as from the precepts of textbooks.

As James P. Shaver and William Strong note, "In short, the hidden curriculum—that is, the pervasive approach to discipline, the approaches to 'teaching' that are shared from one classroom to the next, the techniques of hallway-lunchroom-playground management—has a powerful educational influence."[7]

Of course, children do not learn about values only or even primarily in school. Their family, their peers, the religious groups and youth organizations to which they belong, and, not least, the communications media to which they are daily exposed exert a strong influence. However, formal classroom instruction plays a part in values education, and social studies instruction can contribute to that education in significant ways.

Values education is an issue that the social studies profession has approached with considerable caution. True, virtually everyone agrees that schools have a responsibility in the area of values education. Frameworks and guidelines for teaching social studies have traditionally included values as one of the areas in which goals should be set for social studies instruction. But what values education entails is usually carefully circumscribed. For example, the 1983 NCSS Task Force report limits the role of social studies in values education to teaching "democratic beliefs and values" and makes it clear that it is referring only to civic values about which a consensus is thought to exist among the American people.[8]

As a result, such documents rarely get beyond a discussion at the most general level of those beliefs that most of us would agree make up the American civic creed. They reiterate our belief in the value of equality, liberty, justice, freedom of speech and religion, and our respect for the democratic process and the rights of others. While reinforcing such values is important, this should not be the only goal of values education in the social studies. The social studies curriculum must also recognize that values govern private as well as public behavior and that values produce controversy and conflict in our society as well as national unity.

Let us look first at the most commonly accepted role of the social studies in values education, the perpetuation of civic values that are part of our common democratic culture. There is wide agreement that social studies teachers have a responsibility to deal explicitly with the basic values of our society. Many educators also agree that teachers should try to encourage and strengthen their students' commitment to democratic values. The question is not whether this is a legitimate responsibility, but what is the best way to fulfill it?

The teaching of civic values should be approached historically by helping students understand why people have thought certain beliefs worth valuing and why they have found certain values worth perpetuating over time. This should include values of both their own and other cultures. Above all, it means treating values as a legitimate historical subject and valuing as a human activity worth historical consideration in the classroom.

Values education in the social studies must examine private as well as public values. While history is a suitable vehicle for teaching about standards of personal ethical behavior, other humanities subjects serve equally as well. The capacity of the humanities to explore such questions is a major reason for introducing more humanities content into social studies instruction. "Basically the humanities are modes of thinking that are value laden," noted A. Bartlett Giamatti at a recent humanities conference at Yale University. "They are different from other

academic or human modes of thinking in that they don't wish to presume that truth would be found by denying value or pretending as much as possible to be value free, despite the fact that we know nothing is."[9]

For the purpose of values education, literature is an especially worthy ally of the social studies. Mark Twain's *Huckleberry Finn* is a great deal more than a novel about growing up in Missouri in the 19th century, as Alan Donagan reminds us. "Its subject is its hero's education in how to value rightly—an education he acquires largely outside the classroom . . . . And if you were asked what is to be valued in the way [Huck and Jim] behave towards one another (I cannot imagine anybody who would need to ask) perhaps the best answer would be: that is how people behave who respect one another simply as people, and are not seeking to manipulate or exploit one another."[10] Questions about how to treat other human beings are as essential to values education in the social studies as are questions about principles of democratic governance.

Finally, the social studies classroom should become a forum for examining value conflicts. It may be the only neutral environment that students have to explore value differences that are sources of disharmony and conflict in our society. Although dealing with value conflicts that may be rooted in religious beliefs, ethnic subcultures, or regional and local traditions requires sensitivity, it need not be traumatic. The historical orientation of the social studies allows students to raise questions about values and valuing in contexts other than their own immediate social environment.

Because many of the value issues that divide us today reflect fundamental concerns of people over time, we can examine and approach present conflicts from distant vantage points. To look only at those core values about which most Americans agree is to deprive students of opportunities to learn about fundamental differences that divide our society and how they came to exist. It is also to rob the social studies of the vitality that comes from studying the real world that lies beyond the classroom and textbook.

Values education should be a continuing strand woven into the social studies curriculum at each grade level. With each historical period and culture studied, instruction should be provided about what people placed value upon and what were the individual and social consequences of these value choices. Instructional materials that address questions of values and of valuing in various historical and cultural contexts must be made available to teachers.

Skills in the Social Studies Curriculum

Public schools are responsible for helping young people develop a wide variety of intellectual and other skills—basic skills of reading, writing and working with numbers; thinking skills and habits of critical thinking; skills related to success in school (study skills, library skills, test-taking skills), and skills related to working with other people. Social studies instruction can play a major role in helping the schools meet this important responsibility.

Unfortunately, the profession has failed to present a convincing case for the value of the social studies as a vehicle for skills instruction. The skills sections of scope and sequence statements are invariably the most deadening, mechanically presented and presumably the least consulted part of these documents. They usually feature a taxonomical listing of thinking skills based on the work of Ben-

jamin Bloom, a continuum that begins with classification skills, extends through skills of interpretation, analysis and synthesis, ending with those skills pertinent to the evaluation of information.

While such lists may help some of us think abstractly about skills, they are otherwise quite sterile. They do not lead to a better understanding by the general public or by school officials or even by classroom teachers of the value of social studies for advancing the most basic purpose of the schools. Like those display cases of stuffed birds in natural history museums, the lists of skills remain lifeless taxonomies.

Taxonomic lists of skills are very misleading, especially as a description of skills development in the social studies. The mechanical arrangement of discrete skills belies the dynamic way in which they are actually used and learned in a social studies classroom. As every teacher knows, skills are not isolated, discrete behaviors. They are interrelated, interdependent and used in endlessly varied combinations.

Such lists also leave the impression that skills are generic, that one uses the same skills to interpret a poem, a historical event or an index of economic statistics. Skills are obviously grounded in subject matter, have limited transferability from one subject to another and cannot be learned in a content vacuum.

The fact that intellectual skills are interrelated and content-based gives the social studies an extraordinary versatility as a vehicle for skills development. Representing many disciplines, content areas and modes of inquiry, the social studies curriculum provides a large arena to develop skills in various combinations and in overlapping patterns. It is difficult to imagine a skill-learning environment as rich and complex as a social studies classroom.

Making the public aware of the value of social studies as a resource for skill development is one of the major challenges facing social studies educators today. We must develop an alternative model for skills development that reflects the complex and dynamic process by which skills are actually learned in a social studies classroom. In the absence

of such a model, we must at least demonstrate how social studies instruction relates to each of the major areas in which the schools have responsibilities for developing skills. The following is an outline of how such a presentation might be organized.

I. BASIC SKILLS

The subject matter of the social studies provides students with extensive opportunities to learn or further develop basic skills, including the following:

A. Reading skills: social studies assignments require reading of historical narratives, first-hand accounts and other primary sources, and great literature from many cultures and periods of history.
B. Writing skills: social studies assignments require students to write reports, book reviews and essays, which teachers use as a vehicle for improving writing skills as well as evaluating other kinds of learning.
C. Oral language skills: students in social studies classes take part in discussions, respond to questions posed by the teacher and give oral reports.
D. Information-gathering and research skills: social studies instruction requires students to seek out information through independent investigations using libraries and repositories of information.
E. Memorization skills: to keep information available in short-term memory long enough to organize and synthesize it, students learn basic memorization techniques in social studies classes.
F. Study skills: through social studies instruction, students develop a wide range of study skills.

In social studies instruction, these skills are not developed independently or in isolation. The skills are used in varying combinations, with a typical social studies assignment requiring a demonstration of competence in several of the above skills. Social studies instruction provides for integrated skills learning.

II. SKILLS SPECIFIC TO THE SOCIAL STUDIES

In social studies classrooms, students develop basic skills, such as those described above, in conjunction with other skills that are specific to the subject matter of the social studies. That is, they learn to apply basic skills in a variety of skill-learning contexts. Among the skills specific to the content of the social studies are the following:

A. Skills related to understanding time relationships: understanding how events and people are related in time requires both knowledge and skills. These knowledge-based skills include the ability to see causal and other relationships between historical developments, events and actors.
B. Skills related to the analysis and interpretation of historical information: the critical use of historical information requires a wide range of skills, from detecting bias in historical evidence to determining the frame of reference from which a historical narrative was written.
C. Skills related to understanding spatial relationships: these skills include a variety of geography skills, including the ability to prepare and read maps, to visualize topography and to see relationships between spaces.
D. Skills related to the use of social science knowledge: concepts derived from the social sciences are powerful tools for generalizing about human phenomena and understanding relationships between them. The social sciences also provide skills in methods of research and in the analysis of social data.
E. Skills related to the use of knowledge grounded in the humanities: the humanities disciplines provide training in a great variety of skills, especially proficiency in the application of rules of logic and methods of critical analysis.

In real classroom situations, the basic skills and specific skills described above are highly interactive. The discussion of a single historical document calls upon a student's ability to see chronological relationships, to discuss content in terms of abstract concepts, to analyze a text critically and to engage in the give-and-take of an oral presentation.

III. THE ABILITY TO THINK CRITICALLY

The ultimate goal of social studies education in the area of skills development is to promote the ability to think critically. While wide agreement exists among social studies educators about the importance of critical thinking, there is not a consensus about what the term means. It is often used as a synonym for "higher level thinking," which can mean almost anything beyond the level of rote learning. For our purpose here, we will use John E. McPeck's definition of critical thinking as "reflective scepticism," its most notable characteristic being "a certain scepticism or suspension of assent towards a given statement, established norm or mode of doing things."[1]

To be reflective, such skepticism must be grounded in knowledge of a particular subject. As McPeck notes, the critical thinker must know when to ask questions and what questions to ask. Both require knowledge about the subject. Defined in this way, critical thinking can only be taught in the schools within the context of a school subject. While one can develop the ability to think critically about any subject, the skill is not transferrable to a subject about which one is not well informed.

The ultimate goal is reached when students develop the ability to think critically about people and events in the world today—the crowning achievement of social studies education, the hallmark of an educated person and the prerequisite for responsible citizenship. Only through the kind of education embodied in the social studies curriculum is the goal attainable. From kindergarten on, the social studies student learns to view the world from many vantage points, to interpret reality from the perspectives of various peoples and cultures.

As a result, students learn that while truth may seem absolute, it is also tentative. Not all the evidence is on hand yet. They learn that how one interprets reality also depends upon one's time, place and perspective. Still, one must act on the best evidence, the most persuasive interpretation, the fullest truth available. The development of such reflective scepticism, combined with knowledge and the good citizens' willingness to act, is central to the purpose of schools in a democratic society.

Notes

[1] This was Wesley's famous definition: "The *social studies* are the *social sciences* simplified for pedagogical purposes." Edgar B. Wesley, *Teaching the Social Studies* (New York: D.C. Heath, 1937), 4.

[2] This is a reworking of John D. Haas's reformulation of the three approaches to the social studies described in Robert D. Barr, James L. Barth and S. Samuel Shermis, *Defining the Social Studies* (Arlington, VA: National Council for the Social Studies, 1977). For Haas's model of the competing traditions in the social studies, see Irving Morrissett and John D. Haas, "Rationales, Goals and Objectives in Social Studies," in *The Current State of Social Studies: A Report of Project SPAN* (Boulder, CO: Social Science Education Consortium, 1982): 19–29.

[3] "In Search of a Scope and Sequence for Social Studies: Report of the National Council for the Social Studies Task Force on Scope and Sequence, November 1, 1983," *Social Education* 48 (April 1984): 252.

[4] Diane Ravitch, "The Erosion of History in American Schools, with Especial Attention to the Elementary School Curriculum" (Paper delivered at the 1986 Annual Meeting of the Organization of American Historians and the National Council on Public History), 13.

[5] Beard, *A Charter for the Social Sciences in the Schools*, 18–19, 20.

[6] Quoted in Julius Gould and William L. Kolb, *A Dictionary of the Social Sciences* (New York: The Free Press, 1964), 166.

[7] James P. Shaver and William Strong, *Facing Value Decisions: Rationale Building for Teachers* (Belmont, CA: Wadsworth Publishing Co., 1976), 69.

[8] "In Search of a Scope and Sequence for Social Studies," 256–257.

[9] Quoted in "Education Watch," New York *Times*, April 13, 1986.

[10] Alan Donagan, "The Humanities and the Problem of Teaching Values" (Paper presented to the California Humanities Project, Conference II, Pomona, CA, February 21, 1986.)

[11] John E. McPeck, *Critical Thinking and Education* (New York: St. Martin's Press, 1981), 6, 19.

Matthew T. Downey is Professor of History at the University of Colorado, currently serving as Visiting Professor in the Graduate School of Education at the University of California, Berkeley.

George Counts, A Visionary's Contribution

Bruce Romanish

George S. Counts was an American visionary who saw the need for education as pivotal in the democratic life of the future. The nature of change itself coupled with the features of the emerging world order led him to proclaim, "Although the earthly neighborhood is fantastically small when measured in terms of speed of communication, it is vast indeed when viewed from the standpoint of human understanding."[1]

Schools are a reflection of the society they serve and therefore reveal much about a culture. According to Counts:

> There have been as many educations in history as there have been human societies. It is as much an integral part of a culture or civilization as an economic or political system. The very way in which education is conceived, whether its purpose is to enslave or free the mind, is an expression of the society which it serves . . . of necessity an education is a most intimate expression of a particular civilization.[2]

Its aims should be clearly known for "the record should teach us that only an education designed to serve beneficent ends can ever be beneficent in any human conception of the term."[3]

The social obligations of an education serving democratic ends are central in Counts' outlook and place social studies at the heart of the enterprise:

> Love of liberty, even love of country, cannot be compelled by legislation. And the same may be said of a sense of fairness, a spirit of tolerance of differences, an abhorrence of injustice, an acquiescence in majority rule, devotion to the Bill of Rights, and an experimental and inquiring mind.[4]

He saw the dignity and worth of the individual as the most notable of democracy's attributes: "Probably the most distinctive feature of a democracy is the value which it places on the individual human being, regardless of race, creed, family, or other social category." He continued by stating:

> In the measure that individuals are treated unequally and arbitrarily with respect to educational advantage, economic opportunity, administration of justice, enjoyment of rights and responsibilities, or access to social rewards and honors, the society involved violates this basic principle.[5]

Yet the beliefs are meaningless in the absence of the democratic spirit, the jewel of the American heritage, which is the feature Counts sought to preserve through the schools:

> If America should lose her[sic] revolutionary temper, she will no longer be America. In that day, if it has not already arrived, her spirit will have fled and she will be known merely as the richest and most powerful of the nations. If America is not to be false to the promise of her youth, she must do more than simply perpetuate the democratic ideal of human relationships: she must make an intelligent and determined effort to fulfill it. The democracy of the past was the chance fruit of a strange conjunction of forces on the new continent; the democracy of the future can only be the intended offspring of the union of human reason, purpose, and will. The conscious and deliberate achievement of democracy under novel circumstances is the task of our generation.[6]

Notes

[1] *Education and the Foundation of Human Freedom* (Pittsburgh, PA: University of Pittsburgh Press, 1962), 40.

[2] "A Rational Faith in Education," *Teachers College Record* 60 (1958): 257.

[3] "A Rational Faith in Education," 257.

[4] "The Intangible Supports of Liberty," *Educational Forum* (January 1956): 139.

[5] "Educate for Democracy," *Phi Delta Kappan* 30 (1949): 194.

[6] *Dare the School Build a New Social Order?* (New York: John Day Company, 1932): 37.

Bruce Romanish is an Assistant Professor at St. Cloud University, St. Cloud, Minnesota.

Reprinted by permission.

BEST COPY AVAILABLE

Designing a Scope and Sequence

H. Michael Hartoonian and Margaret A. Laughlin

The design for curriculum development suggested here is based upon the assumption that specific scope and sequence decisions should be made by local curriculum committees and teachers. For the most part, these decisions are political. They are decisions based upon the authority and power of individuals and groups, and are steeped in tradition and the conventional wisdom of the profession.

Given this assumption, it is our intention to suggest an alternative approach to curriculum decision making based upon a series of necessary (though not sufficient) themes and questions that can initiate a dialogue about the logical, philosophical and psychological relevance of scope and sequence to the teaching and learning of social studies.

Rationale

Education must always be defined within the context of a particular society. This is the case primarily because education is responsible for maintaining the cultural heritage and improving self and society. This requires freedom and continual criticism, including the opportunity to search for truth and to test ideas. Basic to continual criticism is the availability of information, refining of the skills of communication, and respect for self and others.

Improvement of civilization incorporates the thoughtful consideration of change, an understanding of the workings of society and the courage to act upon reasoned convictions. The schools have a major responsibility in the development of civilization by providing new generations with knowledge, skills, attitudes and perspectives that permit freedom, continual criticism and improvement.

Certainly, other social institutions such as the family, church and media also have responsibilities to transmit information and knowledge important to the development of informed and thoughtful citizens. In a democratic republic, however, education becomes even more important because our system is built upon the concept of the "enlightened citizen"—that is, an individual in touch with the cultural heritage; possessing a working knowledge of the economic, political and social factors that make up the human ecosystem in which we all must function; an individual who understands the principles of rule of law, legal limits to freedom and majority rule with minority rights; and an individual who possesses the attitudes of fair play, seeks cooperation and demands quality in the character and work of self and others. Without a conscious effort to teach and learn these things, a free republic will not long endure. Thus, our first priority—our first public policy goal—is to ensure our survival as a free nation through the development of enlightened citizens.

Education must always be defined within the context of a particular society.

Social studies is fundamental to this primary purpose of schooling. It is the school subject most directly concerned with the study of civilization, the development of critical thinking and the improvement of society through enlightened political participation. While this responsibility falls partly on other school subjects, it is the social studies that assumes direct responsibility, because no one else on the teaching staff is better qualified and no other curriculum area is better organized to assume this task. The following scope and sequence design presents and represents a way of thinking about the social studies curriculum consistent with this responsibility.

Goals

Social studies is concerned with developing reflective, democratic citizenship within a global context, and includes the disciplines typically classified as belonging to the social and behavioral sciences as well as history, geography and content selected from law, philosophy and the humanities. It also includes those topics that focus on social problems, issues and controversies. The social studies is both single discipline and multidiscipline oriented, depending upon the topic being studied. The social studies addresses four educational goals:

- The development of enlightened democratic citizenship in order to participate effectively in local, state, national and international affairs
- The appreciation and understanding of our cultural heritage and its role in contemporary society
- The acquisition of academic knowledge and skills related to the study of the motives, actions and consequences of human beings as they live individually as well as in groups and societies in a variety of places and time settings; and the joy of learning about self, others and human history
- Learning "how to learn"—how to understand complex ideas and how to create new ideas.

All of these goals are equal in importance, for they reinforce each other. Thus, the goal of citizenship is supported by the goals of disciplined, academic study, and ongoing learning. Stated another way, the student should be able to:

- Use reasoning processes in economic, political, social and personal decision making
- Appreciate and value the diversity and commonality of the human family throughout history
- Comprehend the vocabulary, logic and methodology of the several academic subject areas that make up the social studies
- Communicate ideas through speaking, listening, writing and the use of other symbols
- Use the social sciences, history, literature, social mathematics (statistics, probability, social indicators, data based management systems) and the fine arts to describe and explain social phenomena.

Most important, a thorough understanding of the social studies can provide for the development of perspective. Perspective is an understanding or wisdom gained by a temporal and spatial knowledge that transcends the present setting and allows one the courage to ask such questions as, What is the good society? What is the good person? What obligations do I have to the ideals and people of the past, present and future? What is the proper relationship between the individual and the state? How, and to what extent, should I be involved with people and institutions on this globe? Can our civilization endure? What values do we wish to preserve?

Program Scope: Major Curriculum Themes

The particular curriculum design suggested here is based upon seven themes that logically extend from the above stated goals. These themes appear in each grade level and constitute, in large measure, the nature of the program scope. The themes help define the program's scope to the extent that they present perspectives that allow students the temporal, spatial and cultural criteria so necessary for comprehension and rational action. To some degree, any delineation of major themes is arbitrary. While different themes may be emphasized at various grade levels, they should be included at every grade and may be presented in any coherent order.

With the above in mind, see Figure 1.

Cultural Heritage

The cultural heritage of a people is embodied in stories about their values, their hopes and dreams, and their fears and dilemmas. The major responsibility of the school is to transmit the cultural heritage to the next generation. This is accomplished by putting students in touch with history—the people, ideals, artifacts and dilemmas of the past that need to be part of our present and future.

Every human society (and group within larger modern societies) has particular patterns of behavior that make up its culture. A culture consists of language,

tools, important documents, customs, social institutions, beliefs, rituals, games, attitudes, utensils, clothing, ornaments, works of art, religion and more. Within social groups, individuals learn accepted means of meeting their needs and coping with problems of living in groups. These ways of perceiving, thinking and behaving are part of their heritage.

Global Perspective

Notions of "global community," "spaceship earth," "the shrinking globe," and "global interdependence" abound in popular literature. Every society struggles with the ongoing conflict between the desire for independence and the realities of interdependence. The world is becoming more crowded, more interconnected, more volatile. There is the desire for peace but the preparation for war continues. What happens in the furthest corner of the world may affect us quickly.

Students need to understand the distinctions between political and cultural "maps." This distinction suggests that culture is not necessarily confined to political boundaries. Students must also understand the worldwide dynamic of the human, technological, and ideological milieu as culture is shared across the world. Interdependence demands that our perspective be global.

Political/Economic

One of the fundamental attributes of a citizen of the republic is the ability to function within its political and economic systems. This means the ability to make personal decisions and judge the decisions of others often with little time and incomplete information. From serving on local political action groups to understanding monetary and fiscal policy, students need experience in the disciplined study of economics and political science. Citizens need to become aware of their political and economic opportunities and obligations.

To a large extent, citizens still see their civic roles as public and their economic roles as private. We see all "civic" citizens as equal because of the one person one vote concept, but the "economic" citizen as unequal due to different standards of living. Within the republic, the citizen must understand the relationships between civic and economic justice and power, and work for the public as well as the private good.

Tradition and Change

People, events, tools, institutions and ideas change. History records the struggles of people and groups who favor change and those who oppose it. The rate of change is uneven among and within different cultures and societies, but change is continuous and the rate of change is accelerating.

As change accelerates, we must place greater importance on anticipating the future. Clearly, we cannot accurately predict the future, but we can envision various scenarios and be ready for more than one possibility. Futurists have developed a useful kit of processes for dealing with the future. These include cross-impact matrix, scenario writing, trend extrapolation, brainstorming and technological assessment.

Important as change is in our lives, we must recognize that human experience is continuous and interrelated. Continuity and traditions are facts of life and provide life with meaning, beauty and truth. In some ways, "nothing new occurs under the sun." All persons, events, actions and change are the outcome of things that have gone before. We are inevitably a product of our past and in some ways restricted by it. Students should learn how change and continuity constantly influence their lives.

Social History

The need for equity, justice and a better reservoir of historical and contemporary evidence demands that we include in our study of the human family, women, minorities and the so-called ordinary people. Human values come to life through the stories of people who played many roles in the drama of history. For example, courage can be learned from the stories of children and justice can be taught using the songs and poetry of the downtrodden.

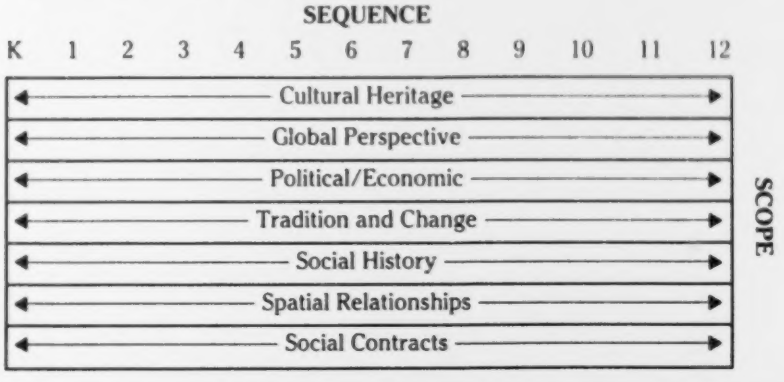
Ideas about work, sorrow and joy are to be found in letters and journals of many who are not "real" authors or authorities. Social history encourages the study of the past—through primary sources and personal accounts. When concerned with the study or process of history—doing history—the student will discover the texture and grace reported in those narratives that somehow have not found their way into full view in texts and other materials.

Spatial Relationships

The study of areal distribution, the examination of particular places and the delimitation of regions helps the student to understand how earth space is organized. People use similar earth spaces or areas in different ways. They line or interconnect the different areas with transportation and communication routes. They move themselves, messages, and goods and services over the routes. They conduct their governments and engage in various types of activities, such as religious or recreational, within particular spatial arrangements.

The discipline most involved with

Figure 1. Major Scope and Curriculum Themes



111

spatial relationships is geography. Geography is concerned with understanding the location and spatial arrangements of items on the earth. Simply knowing the location or the spatial distribution, however, is not enough. Students also need to learn the causes and consequences of such spatial arrangements.

As part of this study, they need to develop a knowledge of the physical earth itself—its size, shape, movements and the materials and natural processes of its surface. They should learn to build mental-image maps of the spatial arrangements over the earth of different kinds of phenomena. This skill begins early and the mental maps increase in number and refinement with each year of maturity.

The study of geography not only includes people and almost all of their activities, but also the earth and earth processes. Consequently, geography links the social and the natural sciences, and provides for us the spatial perspective necessary in understanding culture and human behavior.

Social Contracts

The idea that one is part of a society also affirms the "signing" of a social contract with our fellow citizens. This contract outlines our public behavior and defines our privileges and obligations as citizens. In a sense, this contract provides the criteria for our ethical behavior from civility to jurisprudence. One must come to respect the full citizenship of those who are different, those who have different backgrounds and talents, and those who take unpopular positions on social issues.

Social contracts are not only signed by people as they approach the age of majority, they are also a real and necessary part of the society we call family, school, athletics, social clubs, etc. The social contract suggests that we are social and political at the same time, and it is crucial that within the democratic republic, citizens understand not only the contours of the contract but the fine print as well.

Program Sequence: Major Content Focus

Many social studies scope and sequence models recommend a spiral or expanding horizon content approach, starting with the immediate, familiar and concrete environment in the primary grades and moving outward to the more distant and abstract in high school. The design outlined in Figure 2 is a somewhat similar organizational pattern except that its content focus is organized on the basis of grade level clusters developed around the seven major curriculum themes.

> The important thing is that the content is taught and that it be current, accurate and comprehensive.

In organizing the curriculum within each grade level cluster, students and teachers are asked to address a series of broad content focus questions that allow for the gathering and integration of data from multiple sources, the development of convergent and divergent thinking skills[1] and the making of reasoned judgments about such findings.

The suggested questions can be used to construct content and identify key concepts and topics for the K–12 instructional program. Further, these questions can be used to encourage students and teachers to become active inquirers seeking to find answers or solutions, however tentative, to these questions, issues, concerns and topics.

The grade level clusters would be organized with the focus shown in Figure 2.

Again, within each of the grade level clusters, illustrative examples of questions are used to organize the curriculum. Naturally, many other questions could be posed and numerous related questions could be formulated within each of the broad question categories. The choice of questions to be used in selecting content is the responsibility of the local curriculum committee.

In the following section, the authors briefly identify key characteristics of learners at various grade levels and offer several illustrative examples of student activities to encourage active learning and skills development. We do not, then, answer questions like "Should Mexico or Latin America be taught in the fifth or sixth grade?" We believe that in truth it does not make much difference.

The important thing is that the content is taught and that it be current, accurate and comprehensive. Grade-level assignments of topics are important, as they provide for the elimination of gaps and overlaps in the scope and sequence; but a curriculum plan is a good deal more. A curriculum plan is fundamentally a way for teachers to communicate with each other and the larger community as well.

Figure 2. Grade Level Clusters

Grade Level	Primary Grades (K–2)	Intermediate Grades (3–5)	Middle School Grades (6–8)	Secondary Grades (9–12)
Content Focus:	My Orientation to the World	Expanding My World Horizons	Viewing the World from Different Perspectives	Assuming Full Citizenship in a Changing World

THE LEARNER AND CURRICULUM CONTENT

Primary Students (Grades K–2)

Students in the primary grades bring to social studies classes a variety of previous experiences which form the foundations for learning and for their intellectual, social, emotional and physical growth. The social studies program at these grades should enable students to move from a largely egocentric view of the world and enable them to develop an understanding of their roles and responsibilities in their family, at school and in various social institutions and settings.

In these grades, it is important to provide a variety of meaningful first-hand, concrete learning experiences that draw upon experiences from the home, school, neighborhood and the world beyond. For example, opportunities should be provided that allow students to develop social participation skills through committee work, role playing, creative dramatics, greeting classroom visitors, classroom discussion and informal interviews; research skills may include the gathering and recording of information from various sources such as films, pictures, stories, music and field trips; the development of citizenship skills are learned through sharing, by accepting responsibility for their own actions through cooperative planning, making compromises, resolving conflicts and making decisions; and communication skills are enhanced through drawing, reading, writing, listening and speaking.

Within this grade level cluster, students need to have opportunities for individual as well as group learning activities. Appropriate to their maturity level, students should be introduced to concepts and values from the several social studies disciplines through varied concrete learning experiences that will lead to active citizenship participation. There should be numerous opportunities to celebrate and take pride in our heritage by focusing on state, national and ethnic holidays included in the social studies curriculum.

My Orientation to the World

Who am I?

What can I learn about me? What is expected of me?

What is a friend? How can I be friends with both girls and boys? What can we share? What games do I play?

How can I be a good citizen?

What responsibilities do I have at home, at school and in my neighborhood?

Why do we need rules at home, at school and in my neighborhood to limit what we do? What rights do I have?

How can I describe my environment at home, school and in my neighborhood? How do these environments change?

How have music and the arts influenced our environment?

What is a family? How are families alike? How are they different? What are the main functions of families?

From where did my family come? What family traditions and events do we celebrate in my family?

What are families like in other parts of the world? How can we describe them? What are some customs and traditions celebrated by families around the world? What are some words you know from other languages?

How can I meet my basic needs? What goods and services are available to me?

Why do some people have so much and others have so little? Is this fair?

How do I depend on others? How can I help others?

How can numbers help me make decisions?

How can numbers help me describe families, schools or neighborhoods?

Who are some community helpers? What are some jobs which can be done by women? by men? by either?

What can I do to help ensure peace at home, at school and in my neighborhood?

How has technology changed the way I live compared to the way my parents and grandparents lived when they were my age?

What social knowledge can we learn through classroom creative dramatics?

Intermediate Students (Grades 3–5)

The social studies curriculum for this grade level cluster provides an opportunity for interdisciplinary study of our community, state and nation, with attention given to our culture, environment, people, challenges and successes. By studying the community, state and nation, students have the opportunity to learn such concepts as diversity, environment, migration, urbanization, transportation, heritage, ethnicity, technology, beliefs, etc., as well as institutional variables such as family, government, economy and education in selected settings at various times and in different settings that provide foundations for ongoing learning.

Students should explore a variety of print and nonprint resources to learn about their cultural, geographic, economic, political and historical heritage. Most students also enjoy reading and studying the biographies of great and common women and men in various

BEST COPY AVAILABLE

geographical and historical settings. Children's literature, music and art provide opportunities to integrate social studies with other areas of the school program. Other excellent sources for data include field trips to museums, historic sites, local businesses, agricultural centers, governmental agencies and environmental areas.

Students in these grades need to have numerous activities, experiences and opportunities to refine and develop previously learned skills and to develop new learning skills, including inquiry and research skills from ever-widening sources to develop critical thinking and problem-solving abilities. Numerous opportunities for meaningful individualized, small group, and entire group instruction should be offered throughout the year so that students have the opportunity to develop knowledge and skills needed for productive living and learning.

Expanding My World Horizons

How do communities help people meet their basic needs? What goods and services are produced in our community and state?

What special features does our community and state have to make them unique and special?

How do communities show diversity? How are communities similar?

What are the characteristics of a good community? A good citizen?

How are components of culture reflected in our community, state and nation?

How does our community, state and nation rely on other parts of the world?

What are some important historical documents in our society? How have they influenced our past and our present way of life?

How have women and men influenced our history and the reporting and writing of history?

What are some examples of the contributions of ethnic and cultural groups in our community, state and nation?

What are some special geographic features of our landscape?

How has technology changed the way we live?

How can numeric data help us understand changes in history and in our present environment?

What changes are likely to take place in our country and the world in the 21st century?

How do ideas, people and products circulate in our community, state and nation? How do people in our region interact with people in other regions?

How has the past shaped our traditions, customs, heritage, attitudes and values?

How did the present come to be as we know it today?

How do laws provide for political, economic and social stability and control in our daily lives?

Why is there so much political, economic and social instability in the world?

What are some ways to resolve conflicts between individuals, groups and nations?

Middle School Students (Grades 6–8)

Middle school students are at an age of transition that includes rapid physical growth, intellectual development from the concrete to the more abstract, and social and emotional change as they move from childhood to adolescence. They begin to see themselves and the world around them in different ways. The social studies curriculum for these students is critical because students begin to form their own values, life views, and modes of living, and begin to come to grips with the many complexities of adolescence and adulthood. The development of a positive self-concept is critical because strong peer pressure is a major influence in their lives. They need to develop a healthy respect for self and others in our pluralistic world.

It is important that the social studies curriculum include topics which engage the student's interest as well as extend her or his context for learning to regions of the earth in order to gain a more global perspective. Students can begin to understand situations from other perspectives and recognize the right of others to express differing points of view. Learning activities need to be varied, due to the short attention span of students; should include both physical and social involvement, such as role playing and simulations; and should involve both inquiry and didactic teaching and learning.

It is also useful to integrate social studies content with art, music, literature, science, mathematics and environmental studies. Interdisciplinary content and multiteam teaching are becoming more commonplace at these grades. The use of a variety of media can serve as sources of both motivation and information. They assist students in making connections and linkages to their world of here and now and to the rest of the world.

Viewing the World from Different Perspectives

How can content from the social studies provide a perspective when we study events, institutions and people around the world?

Where can I find and how can I use statistical information about social institutions?

What is culture? How are cultural

regions similar and how are they different? What are some issues, crises and opportunities facing each culture region at present? How might they be resolved?

What is the social nature of human beings? How do leaders exercise power and authority? How have leaders shaped the course of history? How have common people contributed to our well-being?

What values are important to our culture? How are these values used in personal and national policy making?

How can we use numeric data to make decisions in our personal lives?

How does the perception we have of ourselves as individuals and as a nation influence the way we behave toward one another?

What is the nature of the earth and its environment today?

How have world regions become increasingly specialized in the production of certain goods and thereby forming systems of economic networks?

What is the nature of our democratic government at the local, state and national levels?

What legal rights and responsibilities do individuals and groups have in our country and in other countries?

How has the United States responded to the many challenges facing our country throughout its history?

What challenges does our nation face in the coming years? How might the nation respond?

How has technology influenced our lifestyles, values and expectations? How might technology shape our lives in the 21st century? How has technology changed the lives of people around the world? How has technology changed the ways persons and nations view the world?

How might peace be achieved within and among the cultures of the world?

High School Students (Grades 9–12)

Social studies in grades 9–12 should include the opportunity to study in greater depth (1) our national heritage through the study of history and government; (2) other nations, cultures and environments of the Western and non-Western world by studying content and concepts from economics, history, geography and anthropology; and (3) other social science studies[1] through synoptic, behavioral or analytic disciplines. High school students should be provided with opportunities to develop and apply previously learned academic and social participation skills to new content by examining critical issues from different perspectives.

Social studies instruction should include both descriptive (content) and procedural (methodology) knowledge of the several social sciences disciplines. Critical and creative thinking and problem-solving skills should be emphasized to enable students to gather and weigh data from several sources, make judgments, and formulate conclusions (however tentative). These skills are basic to the development of enlightened citizens who will ensure our survival as a nation. Classroom methodology needs to be varied to account for different learning styles, abilities, talents and interests of the students.

Questions need to be posed that will truly promote classroom discussion and allow for the development of inductive, deductive and evaluative thinking skills. Active learning opportunities, including scenario-building for individuals and groups should be emphasized. Ideally, students will be required to take a social studies course during each of their years in high school and the opportunity for instruction in courses that focus on synoptic, behavioral and analytic studies. A wide range of instructional materials should be available for student and teacher reference to promote learning to learn and life-long education.

Assuming Full Citizenship in a Changing World

How do the histories and cultures of various Western and non-Western societies contribute to our understanding of the world today?

What are the major philosophical, religious, economic and political ideas of our society? How do they help to explain a worldview?

What are important values held by various nations and cultures throughout the world?

How have the forces of nationalism, industrialism, imperialism, militarism, revolution, technology and others brought about changes in the attitudes, values and actions of people in both the Western and non-Western world?

What has democracy contributed to the world? What are some characteristics of other government and economic systems?

How do people actively participate in political and economic processes and decision making in order to ensure political and economic justice?

How do the media, government and private industry use statistical data to inform the public?

What happens when different groups of people come in contact with each other? How have cultural differences led to conflict? How has cultural diffusion been of benefit to humankind?

What are the major social, political, economic, cultural and technological changes that have occurred in the United States and elsewhere since

World War II? How have these changes impacted on us as individuals, as a nation and as members of the global community of humankind?

How might these changes influence our values and lifestyles?

What will our planet Earth be like in the coming years and decades?

How might civil wars and international conflicts be eliminated? How might world peace be achieved?

What moral, ethical and legal obligations do we have toward other human beings and our environment?

Why has there been tension and conflict between and among various minority groups? How have rising expectations of minority groups brought about change? What challenges remain to be resolved?

How have changes in societies' expectations, values and lifestyles influenced the role of women and the opportunities available to them at present and in the coming years?

A Word About Skill Development

In the social studies curriculum, we believe that thinking and reasoning are the abilities toward which we should move students. It is further suggested that reasoning is a function of a combination of skill competencies. It is this combination or network of skills that becomes critical in curriculum development.

Three assumptions are advanced here. First, skills should not be sequenced. Second, the same set or network of skills should be taught each year, K–12. Third, any skill list, including this one, is somewhat arbitrary.

What is important here is not the skill list per se, but the interrelatedness of the skills within the network. Thus, the skills delineated in the following network are to be taught in ever-increasing levels of sophistication from kindergarten through high school. (See Figure 3.)

The umbrella of the "integrated skills network" is thinking and reasoning. While logic and ethics in Western thought emphasize inductive, deductive and analogical reasoning modes, the network also makes use of other creative-thinking processes. The following components of foundation skills, processing skills and operations suggest the scope of the skill network.

Foundation skills are basic to the performance of more complex processes and skills. All thinking and reasoning skills build on the ability to observe, classify, order and place items in space. *Processing skills* are those relied upon to give meaning to data. They build upon the foundation skills and are used in combination with each other. Basic *social studies operations* or activity categories become a key focus of skills work in the curriculum.

> Finally, it must be stated, and restated, that curriculum is fundamentally a matter of communication.

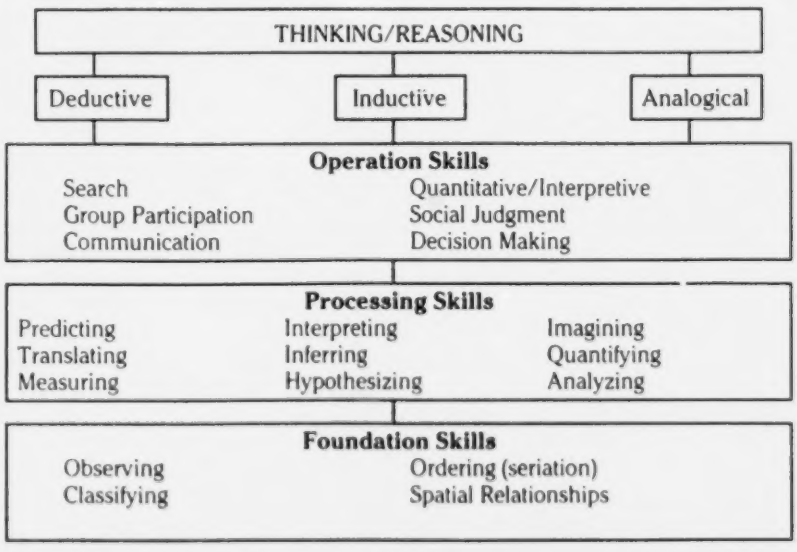
It is important to realize that operations *are* activities that draw on the foundation and processing skills. Thus, operations are the organized activities and strategies that can help develop and apply thinking. In a very real sense, we need to build organized, rather than disconnected applications of reasoning processes. At all levels, students should be developing their ability to work with these basic operations.

Conclusion

Because of the growth in the creation of information and knowledge, an intriguing concept has now been applied to the area of knowing. That concept is "half-life." For example, the half-life of an engineering degree is now said to be four years. What is the half-life of a newly developed curriculum for the social studies? It is not very long, and so we need, as never before, to place additional emphasis upon professional growth, communication among colleagues and the development of a school climate that will facilitate curriculum development. These components of development include a sustainable and ongoing program of curriculum implementation, evaluation, revision and staff development that will allow teachers, administrators, students and community members the opportunity to talk about the curriculum in precise ways.

This would mean that the responsibili-

Figure 3. An Integrated Skills Network



ty for the knowledge, skills and values taught within the K–12 social studies program would be placed more squarely on the local staff—a staff with the mandate and resources (empowerment) to carry out the goal of continual development of the curricular and instructional programs. Further, attention would be placed upon the relationship of the school with the larger community, as students should have opportunities to serve their community, and learn firsthand about its social, political and economic cultures.

Finally, it must be stated, and restated, that curriculum is fundamentally a matter of communication. Thus, the real purpose of a scope and sequence design is to serve as a grammar or metalanguage that professionals can use as they talk about their craft. In a sense, a scope and sequence can be arbitrary. What cannot be arbitrary, nor without structure, is the common language of the profession that allows for criticism, freedom and growth within a community of scholars.

Notes

This article is a further reflection of work on a curriculum guide recently completed by the authors and a task force of Wisconsin educators including William Dunwiddie, Phil Ferguson, George Meeks, Gail Moran, Art Rumpf, Norris Sanders, Mark Shug, Jim Snavely, Catherine Warnecke and Dean Zimmerman.

Readers will note that little attention has been given to the placement of skills within the K–12 sequence. The authors believe that the same network of skills should be used to engage students at all grade levels.

[1] Illustrative examples of synoptic studies include such courses as religious studies, humanities and global studies; examples of behavioral studies include sociology, ethnic studies and anthropology; examples of analytic studies include law-related education, economics and social mathematics. ❑

Michael Hartoonian is Supervisor of Social Studies Education for the Wisconsin Department of Public Instruction; Margaret Laughlin is an Associate Professor in Education at the University of Wisconsin-Green Bay.

Rolla Tryon on Organizing Instruction

Stanley P. Wronski

Rolla M. Tryon's major publication was *The Social Sciences as School Subjects*, Volume XI of the 16-volume Report of the Commission on the Social Studies issued in the mid-1930s. In it he never uses the term scope and sequence, although he cites numerous examples of courses of study used in various states and school districts. One is "the pioneer effort" of the Denver schools, which in 1926 had these topics for the first four grades:

Grade 1—Home life
Grade 2—Community life
Grade 3—Indian life; child life in foreign lands
Grade 4—Colonial life; Westward movement

The remaining middle and junior high school grades in Denver contained "unified" social studies. But in grades 10–12 "no attempt was made to unify" the curriculum; it consisted of "separate courses in world history, American history, American problems, economics and world relations."

Tryon's conception of the nature of the social studies can be inferred by his endorsement of the recommendation from the influential 1916 Bulletin, *The Social Studies in Secondary Education*, that instruction be organized "not on the basis of the formal social sciences, but on the basis of concrete problems of vital importance to society and of immediate interest to the pupil."

If there was any focal point to Tryon's concerns about the social studies curriculum, it was his detailed analysis of various ways of *organizing* curricular content. His treatment of the pros and cons of such organizational schemes as separate subjects, correlation, integration and fusion has almost a contemporary ring:

> As long as material from the field of social sciences exists in the schools the quest for the most desirable adjustment between the subjects composing the field will continue. The day of isolation is probably gone in theory, even though it still remains in practice. The future will probably see more and more emphasis on the interrelations of the social sciences. This, of course, does not mean that history, political science, economics, and sociology will necessarily disappear as independent subjects of study in the schools. It simply means that as independent subjects each will be expected to live other than a hermitic life.

Through Tryon's views on organizing social studies content, we can gain a worthwhile perspective on the nature and *scope* of the social studies. His treatment of *sequence*, on the other hand, deserves its fate of banishment to educational oblivion.

Stanley P. Wronski is a Professor Emeritus of Michigan State University.

Reprinted by permission.

A Curriculum for Democratic Citizenship

Shirley H. Engle and Anna Ochoa

The following article is adapted from "A Curriculum for Democratic Citizenship," Chapter IV of the forthcoming book *Social Studies for a Democracy: An Alternative View* by Shirley H. Engle and Anna Ochoa.

In that work, Chapter I deals with the implications of the democratic idea for citizenship education. It notes that citizenship education in a democracy must be different from citizenship education in autocracy: rather than demanding a passive acceptance of authority, democracies must produce citizens who have a reasoned commitment to democracy and the capacity for criticism, questioning, decision making and active participation in public affairs.

Chapter II analyzes the unique characteristics of democratic citizenship.

Chapter III analyzes and appraises the possible contribution to democratic citizenship education of seven different, and in some ways incongruous, conceptions of citizenship education as follows:

1. The exposition of facts and generalizations (or what is presumed to be the facts) selected from the social sciences and history to be held in memory.
2. The exposition of a particular version of these facts and generalizations to the exclusion of others for purposes of indoctrination.
3. The exposition of facts and generalizations as in 2 and 3 above but organized around topics rather than disciplines.
4. The critical study and questioning of the facts and generalizations presented as the true facts in the several disciplines.
5. The study of social sciences and history by replication of disciplined study.
6. The focus of the study of disciplines on the solution of social problems, past and/or present, to which the disciplines relate.
7. The direct study of major social problems.

The first three conceptions listed are generally approached in the expository mode, via textbook and teacher-talk, and they generally have as their expected end-product knowledge of specific facts and generalizations, usually to be memorized. In stark contrast, the latter four conceptions listed are ordinarily approached in the hypothetical mode and immediate and unquestioned correct answers are not expected. Instead, the goal is more general knowledge of the nature of disciplines and disciplined thought, of the problems that confront disciplined study, and of the problems that confront society together with intellectual skills needed to study and resolve such problems.

The curriculum proposed moves away from dependence on exposition and memorization to the hypothetical study of problems—past and present, both within the disciplines and within the society at large—as being the more appropriate way to prepare citizens who, in a democracy, are expected to be active decision makers.

Chapter IV, an excerpt of which follows, is a response to the educational needs of democratic citizens, identified in Chapter II.

Introduction and Background

The curriculum that we envision for the citizens of a democracy moves away from conventional implementations of the social studies, based on conceptions 1, 2 and 3, described above, toward a more open-ended and problem-centered treatment of the social studies more closely related to conceptions 4, 5, 6 and 7, described above.

In short, we would move away from the unqualified exposition to students of facts taken as truths, whether embodied in the social sciences or elsewhere, toward the confrontation of young citizens with the problems contained in the disciplines and in the unfolding of society—past, present and future.

We see the problems of democracy as they have developed historically and the problems of democratic societies today as the appropriate locus for the truly disciplined study of democracy. We see participation in problem solving as the appropriate instructional genre for the nurture of citizens who will respect democracy and who will be able to make the decisions needed for its continued development. We do not see democracy as a way of life that can be transmitted unthinkingly to students, but one that is learned as it is questioned, thought about, criticized, practiced and improved.

The key to a curriculum purporting to prepare citizens of a democracy is its capacity to encourage young citizens to think about and make considered decisions; its content is never merely remembered without being thought about and utilized. This suggests that a proposed curriculum must provide a more probing treatment of problems, ideas, values and materials, covering fewer topics than usual, but going deeper into each, and ultimately leading to some worthwhile conclusions.

In the light of this general purpose—and believing, as we do, that improvement in the ability of young citizens to make intelligent and socially responsible decisions is the ultimate goal of the social studies, and also believing with Dewey (1929, pp. 187–188) and Bruner (1965, p. 94), that the only way to learn to resolve

problems is to engage in problem solving—we suggest the following guidelines for social studies curriculum development:

1. ***The curriculum should be confrontational rather than strictly expository.*** It should confront students with important questions and problems for which answers are not readily available. The study of problems needs to be open ended, in the hypothetical mode (Engle 1972; Longstreet 1978), and without the pressure for closure on a correct answer.[1]

2. ***The curriculum should be highly selective.*** The topics to be chosen should be those having the greatest potential for encouraging and supporting thinking, and even controversy, about an important social problem. Traditional topics for which no such connection can be conceived should be dropped from the curriculum.[2]

3. ***Each unit of instruction should be organized around an important problem in society that is to be studied to the greatest depth possible, given the circumstances of schooling, as well as with as much independence from the other problems selected for study as is reasonable.*** Problems may take the form of judgments of the "rightness" or "wrongness" of actions followed about important matters in the past and in the present; or they may take the form of a search for a solution, however tentative, of pressing social problems. Variations of the first form of problem would be the verification of different versions of past events or the construction from raw data of one's own version of these events. In some cases, the very discovery within a general state of public uneasiness or concern of what the problem is, and why it exists, is in itself an important social insight.

4. ***The curriculum should utilize relatively large quantities of data from a variety of sources such as history, the social sciences, literature and journalism, as well as (and possibly most important) from students' first-hand experiences.*** In all likelihood, far greater quantities of materials would be used than is ordinarily possible under ground-covering techniques. The information sought, however, would be utilized as evidence in making decisions and would not require memorization.

From these guidelines, a number of implications flow. The organization of the curriculum into units around a small number of highly selected topics focusing on problems suggests the virtual abandonment, or considerable modification, of survey courses such as those typically found dealing with United States history, that students encounter two and possibly three times during their school years—courses covering essentially the same ground with equal superficiality. It suggests considerable modification of survey courses in geography and the other social sciences, which frequently require the memorization of the abstract ideas that frame a discipline, without sharing with students the problems within the discipline or the relationship of the discipline, if any, to the problems of society. If survey courses are to be utilized at all, they need to be slowed down. That is, major social problems need to be pursued in depth even in a survey course, which means that the current time allocation for survey courses would have to be extended, and the often repetitious coverage of such courses avoided.

In addition, the study of the social sciences needs to be approached with an attitude of tentativeness; even economists, notwithstanding their air of certainty, have difficulty in agreeing on the meaning of any economic event. Problems that students themselves experience in their own studies and investigations are also worthy sources for curriculum development.

Focusing on problems should allow greater flexibility in the selection and sequencing of study. To accommodate the study of newly developing problems and jettison those no longer significant would require that the curricular selection of social problems be an ongoing process. Chronology and the abstract framework of disciplines, the usual basis for sequencing social studies curricula, would not necessarily be the best way to handle the problem of sequence and certainly should not be the only way. An equally important approach might be that of currency or perceived immediate utility. Searching history for the background of a recognized social problem may be a more effective way to open the study and utilization of history than to move through history from beginning to end with no other reason than to follow a time sequence to be held in memory.

For instance, must we wait to study the problem of terrorism, which is on everybody's mind at the time this is being written, until we reach its temporal place in history, when it will be treated superficially (if ever), in a survey of U.S. or, possibly, world history?

Terrorism, which is being considered today in a state of great emotionalism and along with many half-truths, does in fact have a long history. It has taken many dif-

ferent forms. It has served many different purposes. It has been used by many different peoples including, at times, some Americans. It has been used for what are perceived to be honorable purposes as well as for dishonorable ones. It has been utilized in history by the oppressed to escape their oppressors, by the oppressors to keep the oppressed in check, and by religious fanatics to destroy those seen as enemies. Would not the balanced study of this problem be better dealt with now when it is on everybody's mind than to wait until its time comes, if ever, in the survey of U.S. or world history? The topical approach focused on problems affords greater opportunity for teachers and students to take charge of the curriculum and to make reasonable modifications that would render the curriculum more relevant to the real world.

Another implication of this approach is the inappropriateness of basing the assessment of achievement on the measurement of isolated bits of information that can be recalled on short answer tests. More appropriate assessment of achievement would attempt to deal with the degree of comprehension of problems, the ability to gather and interpret evidence, and mastery of the intellectual processes needed in the resolution of problems.

In some respects, the curriculum we envision is a modest enough change from the traditional curriculum. For instance, heavy reliance will continue to be placed on United States and world history and geography. However, the study of history and geography will be conducted in a very special way. The study will be less concerned with memorization. Instead, it will be brought to focus on problems, past and present, which students will be encouraged and helped to think about and also to reach decisions about. Furthermore, the usual content of these subjects will be broadened and sometimes combined with content from other disciplines and from other fields of study to accomplish the broad purpose of being fully relevant to society and its problems. But with all this, we believe the curriculum will still be recognized as good geography and good history, or possibly, better geography and better history.

In other respects the curriculum envisioned will be a daring departure from the traditional. Innovations will be suggested in response to the problem of how the social studies can be made more directly and immediately relevant to the real world of the citizen.

Curriculum for Democratic Citizenship

Believing that the educational needs of citizens in a democracy should determine the content of the social studies curriculum, we suggest the following curriculum strands, each of which will be developed in some detail.[3]

1. *Environmental Studies.* The study of the relationship between human beings and the earth and the problems confronted in developing the best possible relationship between them.

2. *Institutional Studies.* The study of the full range of social institutions of the United States, of their origins and the problems that were overcome in their development and also the problems that attend their further development.

3. *Cultural Studies.* The study of selected world cultures and of the problems of living more effectively in a world characterized by greater interdependence and vast cultural diversity.

4. *Social Problems.* The sustained study in depth of a few major social problems.

5. *Special Problems in Citizenship.* An in-depth study of three intellectual problems that are basic to intelligent decision making in a democracy as follows:

- How can citizens judge the dependability of the information they must utilize in decision making?
- How can citizens judge the reliability of the media by which information is communicated?
- How can citizens decide between the competing values that are at stake in making decisions?

6. *Citizen Internship.* Regular participation in a civic activity.

7. *Electives.*

8. *The Hidden Curriculum.*

> We do not see democracy as a way of life that can be transmitted unthinkingly to students, but one that is learned as it is questioned, thought about, criticized, practiced and improved.

Environmental Studies

Environmental studies is the study of problems surrounding human use of the environment. The study should be focused, in each of its parts, on a problem that arises out of this relationship. This strand should be organized around a listing of the important environmental problems; the list should be revised from time to time to correspond to current realities and concerns.

At this writing, for example, the problem of what to do about nuclear waste and nuclear fallout from testing nuclear weapons may well be our most pressing environmental problem locally, nationally and worldwide. But there are other issues of almost equal weight such as the problem of what to do about industrial toxic wastes; the rapidly growing global shortage of potable water; the destruction of the rain forest and swamp lands so essential to ultimate survival on the earth; the growing shortage of viable agricultural soils and related shortages of food that confront the peoples of the earth;[4] the extinction by industrialization of many plant and animal forms and the consequent loss of genetic materials useful to science in the further development of the earth's resources; or, to cite a more exotic problem that might be of immediate interest to third graders, what to do about the whales.

This list could be extended many times. The questions will change from time to time as science discovers new truths about the earth, as technology invents new ways to utilize the earth, and as people develop new ways to relate to one another. Still, it is to such a list of problems that environmental studies should continually relate. The goal is that young citizens will not only come to understand the various ramifications of the environmental problem being

studied, but that they will come to appreciate the seriousness of the problem and enlist in doing something sensible about it.

Obviously geography can play an important role in furnishing the materials for thinking about such problems as those listed above. However, this is not the study of geography for its own sake, but geographic information brought immediately to use in thinking about a significant problem. Remembering the products of the nations of the world is of little benefit and is quickly forgotten unless one puts this information to use in thinking about a serious problem such as that faced currently by the United States concerning its unfavorable balance of trade. Furthermore, such a list will probably be out of date by the time it is memorized.

Progression from grade to grade may be based on selecting problems for higher grade levels that are more difficult or more comprehensive than problems studied at lower grade levels. For example, what to do about whales is not really a simple problem; it can be expanded to encompass the ecological crisis of the whole universe. But it is not as complex as the problem of how to reconcile the seeming need of advancing nations for technological development on a large scale, and the tendency of those same nations to produce unmanageable quantities of toxic waste that is spread over the lands and waters of the world.

In the process of assigning problems for study to particular grade levels, we should studiously avoid the fiction that children cannot deal with problems at any acceptable level until they have a vast background of memorized knowledge of geography. Such memorized knowledge, superficially learned because it is not used immediately, is quickly forgotten and students are no more ready to deal with problems than they were in the first place. We will have only wasted precious time and the considerable intellectual resources of even our youngest students.

> Terrorism, which is being considered today in a state of great emotionalism and along with many half-truths, does in fact have a long history.

To the extent that the discipline of geography will be the primary source of information for studying environmental problems, it must be expanded to include elements of geology, astronomy, and possibly paleontology, as well as some aspects of biology, ecology, physical anthropology and climatology. Information should be readily sought, wherever it may reside, that will throw light on our environmental problems.

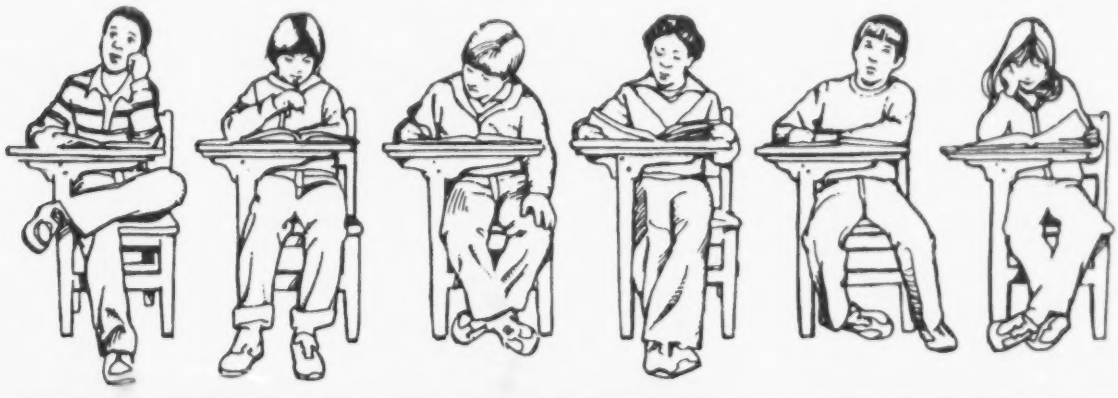
Institutional Studies

Institutional studies probes the origins and the present circumstances of the broad range of social institutions of the United States, including the study of the problems that were met as these institutions developed and the problems that are being faced in their further development. The study is an attempt to move beyond the superficial, one-event-after-another understanding of our democracy exhibited by so many citizens, and to achieve instead a more fundamental understanding of our most important institutions and the problems that confront them. It is intended to involve the young citizen in a meaningful defense and improvement of democratic institutions, somewhat along the lines suggested more than 40 years ago by Harry Elmer Barnes:

> The real friends of the American way of life are those who recognize and fearlessly reveal the obvious danger signals that are evident on every side, and who seek to eliminate the threat to our social order while there is time and opportunity. . . . The real menace to our civilization is to be found in those who insist on living in a "fools paradise" of smug conceit and compliancy, conducting a sort of "sit down strike" against intelligence and insisting that nothing is wrong in the best of all possible worlds. (Barnes 1942, p. viv)

The study of U.S. social institutions might be roughly divided into the following categories:

1. Institutions that express and protect the fundamental freedom of the United States, the rights and beliefs that underlie all institutional arrangements
2. Economic institutions



3. Political institutions
4. Institutions that define our relationship to other peoples of the world
5. Institutions that exist primarily in the private sector as the family, religious groups and social groups of all kinds.

The study of institutions would focus at all times on the hard questions that confront institutional development in the United States today—always, of course, in the light of institutional history and the nation's democratic aspirations. By hard questions, we mean questions that are actually problems because there is no certain and immediately obvious answer and because decisions must be made, if tentatively, about them. They may be open issues in the society at the time they are studied.

For instance, in the case of fundamental rights and beliefs (to which the study of history of the American Revolutionary Period would contribute much useful information), such questions as the following might be used to give focus to the study: What does it mean to be free? What does it mean to have freedom of one's person or freedom of one's home? What does it mean to have freedom of the press, or freedom of speech, or freedom of religion? Which of these freedoms are the most basic or important? Are there limits to the exercise of any of these freedoms? Who has the right to limit one's freedom? For which of these freedoms, if any, would you lay down your life? In what ways, if any, has the nature of our freedoms changed since the Revolutionary Period?

Do you think all citizens of the United States are equally free? Are the poor as free as the rich? Are minority groups as free as the majority? Are the uneducated as free as the educated? To whom or what would you turn for an enumeration of your freedoms? How can we decide when our freedoms are being violated? What do we really mean when we say we are the "land of the free"? What do we mean when we say that we will defend the freedom for which our forefathers fought and died? Would the Founding Fathers likely be concerned about the state of freedom in the United States today?

What are the most bothersome problems of freedom before the country today? (A selected list might include the conflict between the idea of religious freedom and compulsory school prayer; the conflict between freedom of the press and censorship in the guise of protecting national security;[6] the conflict between the idea that citizens may do what they want with their property and the right of the citizen to be protected from toxic waste dumped over our land and water by industrial corporations and others; and the conflict over whether it is constitutional to establish quotas to insure that the hiring and firing practices of employers do not discriminate against the members of any minority groups.) How do you think the founders would have resolved such problems? How do you think they should be resolved today?

By hard questions, we mean questions that are actually problems because there is no certain and immediately obvious answer and because decisions must be made, if tentatively, about them.

In the case of economic institutions (to which the study of the history of the Post-Revolutionary Period would make important contributions), such questions as the following might be the focus: What are the most basic economic institutions in the United States? Which of the following has had most to do with the development of these institutions: the hard work of individuals wanting to improve their economic lot; an open land of rich natural resources: the help of the government in building major industries, such as railroads, waterways, air transport, and irrigation dams and canals; provision by the government of the infrastructure of the nation's industry, such as highways and postal service; foreign investors; immigration; a seemly insatiable market in Europe for exports; governmental regulation of business practices and trade; wars and/or avoidance of international entanglements; or free public education? If all, in what order of importance? What are the relationships between them? To what extent, if at all, is it a misreading of U.S. history to propose that the role of government in the economy should be minimized?

Is economic disharmony or conflict good or bad in each of the following cases: the struggle between organized labor and employer for the control of industry; the struggle between those who believe in unlimited free enterprise and those who believe the government should regulate industry to protect the rights of labor and the consumer; and conflict between different sections of the country for economic advantage?

How are we to meet the economic problems that beset our country today, for example, unprecedented levels of unemployment and poverty at the same time that many are better off than ever before; a growing unfavorable balance of trade; increasing indebtedness, both public and private; agricultural bankruptcy; declining efficiency of basic industries like steel, electronics and automobiles in the face of stiff foreign competition; the problem of how to control, if at all, the activities of multinational corporations; a circular economy that rotates between boom and bust; neglect of the public sector, which includes schools, roads, public parks, and welfare; and an unprecedented problem of pollution.

In a similar vein, the problems that attend the other groups of institutions would need to be identified and used as a guide for study. For instance, an important question that might be raised as we study political institutions would be, what should we do, if anything, in the light of our history as a democracy to change a governing system in which it now costs a single congressman or senator millions of dollars, paid by those who expect favors from the government in exchange for their support, to run for office (see *The Washington Spectator*, February 15, 1986, and *Harper's*, July 1982)? What should we do, if anything, to change a law-making system in which highly paid lobbyists, who outnumber congressmen in Washington by nearly 20 to 1, play such a decisive role in determining

legislation? (See *Time*, March 3, 1986, among many other places, for information on lobbying in Washington.) Equally compelling questions could no doubt be identified upon which to focus the study of other groups of our national institutions.

Obviously United States history is a primary source of information for the study of such questions as those posed above. This is true despite the importance of current periodical material suggested. Some will say that this approach presents nothing really new, that institutional studies is just a new name for the study of United States history. But those who say this have missed the critical point. The study of the period of the American Revolution for instance, takes on an entirely different nature when it is focused on the resolution of such a question as Oliver and Newmann posed in their Public Issues Series unit on the American Revolution (Oliver and Newmann 1967) when they asked "Who had the best grounds for refusing to obey their legally constituted government, the Minutemen at Concord or the blacks at Pettus Bridge?"

The question posed that is very close to events today as well as Revolutionary times requires a far more serious and meaningful study of history than is ordinarily the case in survey courses in United States history. Furthermore, the skill called into play is that of thinking rather than just remembering.

But, if United States history is used to explore questions such as those posed above, it needs to be a very different kind of history—a history both wide and deep. It needs to encompass myriads of facts and not just a selected few. It needs to honestly expose the problems of interpretation and the problems of verification that confront the historian. It needs to afford the opportunity to consider alternative versions of history.

In short, it should provide young citizens with the opportunity to think about the history of our democracy and to think about its problems in the light of that history. The continuing purpose would be to enlist young citizens in working to preserve and improve the democratic institutions they have inherited from their elders, and to do this with the fullest possible understanding of the origins and problems of those institutions.

Obviously this kind of historical treatment cannot be the ordinary textbook variety. It needs to include both broader and deeper versions of events. Quite aside from all the other problems that beset textbook publication, textbook versions of events are ordinarily too narrow in scope, too shallow in their treatment of events, too parsimonious in providing detail and too preoccupied with merely chronicling a highly select set of events to be remembered. It is not this kind of mastery of events that the active democratic citizen needs, but a much deeper and more involved grasp of the meaning of democratic institutions useful to the challenges of citizenship. If textbooks are to be used at all, generous references should be made to content written by historians writing as historians rather than as textbook writers.

But, if United States history is used to explore questions such as those posed above, it will need to be a very different kind of history.

Not only will the historical content used in this curriculum be different than that ordinarily used because it will probe more deeply into the background and problems of social institutions, but, even more important, the way in which that content is used will be starkly different from that ordinarily displayed by the mere exposition of textbook material. The purpose of study is more to make factual and moral judgments on events than merely to remember them.

As Henry Steele Commanger has brilliantly argued in his essay "Should Historians Make Moral Judgments?" (Commanger 1966), history is not so much to be remembered as to be judged. Quite aside from the argument that has ranged among historians since history was first written by Herodotus, Thucydides, Livy and Plutarch as to whether historians pass judgment on the events they record, the usefulness of historical writing to the citizens comes in their efforts to pass moral judgment on the events in history. Students of social institutions are best instructed by historical writings when they place themselves in the position of passing moral judgment on the events in history. As Carl Becker once argued, "Every man must be his own historian" (Becker 1936), or as Commanger puts it, "The assumption behind the expectation that the historian should make our moral judgment for us is that the reader has no mind of his own, nor moral standard, no capacity to exercise judgment. . . . Are those mature enough to read serious history really so obtuse that they cannot draw conclusions from the facts that are submitted to them?" (Commanger 1966, p. 93).

Since the making of moral judgments is the most basic of all functions of the citizens of a democracy, we would continually cast students in the role of making judgments about events rather than merely remembering them. Therefore such questions as the following are appropriate in the serious study of social institutions: Was the violence and terror perpetrated on loyalists during the Revolution justified in the cause of freedom? Was the forced ejection of Native Americans from lands they had occupied for centuries right or wrong? Was there a better way to have dealt with the conflict between the Indians and the settlers? Were John Brown and his followers at Harper's Ferry justified in killing people in their effort to free the slaves? Were the oppressive measures taken to keep workers from organizing and striking at Haymarket Square right or wrong? How might the conflict between workers and their employers have been more fairly settled? Did the people out of work during the Great Depression deserve help from the government?

By no means to be ignored in the study of social institutions in-depth is the contribution of great works of literature, art, music and journalism. Great humanistic works are more likely than historians to

Edgar Wesley and the Definition of Social Studies

S. Samuel Shermis

In 1974, the late Edgar Wesley—teacher, professor, author, a founder of the National Council for the Social Studies in 1921 and activist in the social studies movement for more than half a century—visited James Barth and me at Purdue University. Edgar was willing to commit his memories to tape and in two days we were able to record enough to create a 150-page typescript, which proved to be an extremely valuable document—especially because Wesley commented at length on his durable definition of the social studies.

The definition—that the social studies was the social sciences simplified for pedagogical purposes—had appeared in his famous textbook *Teaching Social Studies in the High School*. Within a short period, it was regarded by many in the profession as definitive. It was also to become the bane of his later existence. As Wesley expressed to us, his definition—which he admitted was a simplification and only part of the truth—was most unfortunately taken literally. Social studies, he told us, was erroneously interpreted to be *nothing more* than the concepts of the social sciences, watered down for use in public school classrooms.

Expanding on this, Wesley's memories went back to 1921 when he, Earle and Harold Rugg, Edgar Dawson, Howard Wilson, Mary Kelty and others created NCSS. In 1934, when he was selected president-elect, "we really clarified and almost agreed on the function of the NCSS." The NCSS, President Howard Wilson argued at that time, "is not to promote the teaching of economics. It's not the promotion of the teaching [of] sociology. And it's certainly not the promotion of teaching [of] history."

What then, according to Wesley speaking in 1974, was the social studies? The social studies arises out of the need to help young people integrate human experience and human knowledge. The social studies—far from being a promiscuous and unintegrated collection of information and data—was created to help humans cope with the historically new and bewildering social problems ushered in by the industrial revolution. In Wesley's own words, taken from the third edition of his text,

> The teacher who can skillfully and judiciously assist the students to reach intelligent attitudes and decisions on controversial issues is performing not only an educative but a social function of the greatest significance.

S. Samuel Shermis is a Professor in the Department of Education at Purdue University, West Lafayette, Indiana.

capture the broad meaning of events and to emphasize the moral issues that are embodied in them. Historians are often too engrossed in establishing the facts objectively, and little time is left for them to speculate about the broad meaning of the facts. The authors of great humanistic works are concerned about the facts, to be sure, but they are more concerned with passing moral judgments on history and on grasping the meaning they might hold for the future. Through subjective reasoning they are able to discover truths that are obscure to the more scientific approach of the historian. By engaging in creative imagination they are able to bring fresh points of view to the meaning of events. Great breakthroughs in thought occur in this way as, for instance, the writings of Thomas Paine and James Otis on democracy. Democracy was born as an idea, one that was imagined before it became a faltering reality. Many of our social problems today require such imagination for their solution.

Great humanistic works are likely to have a moral focus. The humanist is apt to take sides, to cast a judgment on what in history is most valuable, on what is good or on needs to be changed in human society. Great humanistic works afford models for the citizen in the making of such moral judgments that are really at the heart of every social problem. These models are indeed an important resource for citizenship education. In a social studies curriculum dedicated to learning the intellectual skills of problem solving, the great humanistic works should be taken as an integral part of the content.

For instance, how more succinctly could one begin the study of the institution surrounding human slavery in the United States than to read Harriet Beecher Stowe's *Uncle Tom's Cabin* or Stephen Crane's *The Red Badge of Courage*? Or, if a somewhat more scholarly version of history is preferred, Bruce Catton's *A Stillness at Appomatox*? How better could one be introduced to the crises in U.S. economic and political institutions and to the issues that arose during the Depression than by reading John Steinbeck's *Grapes of Wrath*?

American literature, art, music and journalism are rich sources of moral commentary on the progress of our social institutions. From the likes of Washington Irving, James Fenimore Cooper and Thomas Paine in colonial times to modern writers such as Gore Vidal, William L. Shirer, Saul Bellows and James Michener, people of letters have had much to say about the moral quality of our institutions. It is obvious that a well-stocked school library is an inestimably valuable resource for in-depth study of our social institutions.

Cultural Studies

Cultural studies involve the study of differing cultures; of why people of different regions, historical backgrounds, nationalities and ethnic groups grow up differently, of how we can live usefully in a world of differing cultures; of how, despite cultural differences, peoples of varying cultures share profound human similarities; or of how we turn cultural differences into assets for bettering the living conditions of people within our own country and the world.

Questions upon which cultural studies may focus include: Why do peoples of different nations, regions, historical backgrounds, etc., grow up differently, behave in different ways, believe differently? Can you accept the reasonableness of these differences? Do you know of any people whose beliefs and ways of behaving are so different from your own that you cannot accept the reasonableness of their difference? In what respects? Can you identify similarities between these people and yourself?

Of the major cultural groups in the world, for which ones do you have most difficulty accepting differences? For which do you have least difficulty accepting differences? Suppose a cultural group exhibits behavior that flies in the face of your most cherished beliefs. How should you behave toward them? Suppose they are fellow citizens of the United States. How should you behave toward them?

With what cultural groups in the world could the people of the United States most easily identify, possibly thinking of them as allies or friends? What should the policy of the United States be toward such cultures? What should our policy be toward groups with which we find it difficult or impossible to identify?

What do you think are the most pressing problems facing the world's people today? How would you rank the following problems in importance: fear of nuclear war; religious differences; pollution of the world's environment; insufficient food for the world's starving peoples; restrictions on the free exchange of goods throughout the world? Taking cultural differences into account, where is the point that the resolutions of these problems might best begin?

It is fairly obvious that world history will be a major source of information for answering such questions, but it should be equally obvious that the study of world history from a textbook for the sole purpose of remembering the chronology of events in the history of nations will not be adequate. The history utilized must present a much more sweeping view of the world—the way it has been treated by such historians as Arnold Toynbee, Will and Ariel Durant, H.G. Wells and William McNeill. Students will need to be helped

and encouraged to read history, not to memorize it, but rather to use it to throw a light on important questions or even to enjoy it. History should be read in the manner suggested by the noted English historian Christopher Hill, who said, "Any serious history deals with questions. . . . The narrative can be rearranged but the true originality of the historian lies in identifying questions that seem new to us. . . . This would help to explain why history has to be rewritten in every generation" (Hill 1983, 947–48).

Obvious, too, is the usefulness of materials from anthropology and sociology to promote an understanding of cultural differences. Optimally a historical study of cultural differences could pause at some point to study in-depth, as the anthropologist would study them, a few selected cultures for a clearer idea of how cultural differences develop. The same argument that was presented earlier for the study of institutions can be advanced here for including materials from the humanities in any serious study of cultures.

Social Problems

Social problems include the study in-depth of one major social problem in each year of the social studies program, grades 3 through 10.[5] The purpose of this strand in the curriculum is threefold.

1. To give young citizens a foot up in knowledge about the major problems confronting society, such as the worldwide environmental crises, the threat of nuclear war, the underemployment of human resources and the resultant widespread poverty, and to help students more clearly understand the issues at stake in the problems studied, provide them with bodies of information that relate to the problem, and provide them with the opportunity to do some systematic thinking about possible solutions with respect to the problem.
2. To give students experience in dealing with major social problems much as intelligent adults are expected to deal with them. When they graduate into adulthood, they will not only be informed about them but will have already been enlisted in the effort to work out solutions.
3. To emphasize the relevance of other work under progress in the social studies by studying a major social problem each year, rather than at the end of the social studies program. Thus students will be able to see more clearly why they are studying environmental, institutional and cultural problems and should approach these strands in the curriculum with greater purpose. It will provide the glue that connects all parts of the social studies program. It will no longer be quite so necessary to lamely claim that we are studying these subjects because we will need them someday when we are adults.

Because we believe so strongly that the ability to make intelligent decisions in the resolution of social problems is the ultimate goal of the social studies—and because we believe with Bruner, who said, "I have never seen anybody improve in the art and technique of inquiry by any means other than engaging in inquiry" (Bruner 1965, 94), and accept the corollary that problem-solving ability is

best learned by engaging in problem solving—we are led to the conclusion that problem solving, in all of its varieties, should be omnipresent in the social studies curriculum. We are also led to conclude that the major social concerns of the society should be likewise omnipresent in the curriculum, for these are the concerns around which all of the curriculum will continually coalesce. These concerns feed into and are constantly fed by everything else we do in the curriculum. They are not matters to be left to some distant future.

To meet, in so far as possible, all of these purposes, we propose that one major social problem be studied for an extended period in a school, in all of the depth that we can muster, on one occasion each year in each social studies classroom at every grade level.

Great strength would accrue to such an effort if all classes could be engaged in the study in the same time frame with the principal of the school serving as the leader. Tremendous strength would be added to the study if other departments in the school—especially science, language arts and fine arts—could be enlisted in the study, as well as parents and the community at large. Full advantage should be taken of the adult resources in the community such as adults with special expertise in the area of concern being studied, adult periodical collections in public libraries and elsewhere, community groups with special interest in the area of concern, and public interest groups and citizens and parents willing to talk with youngsters about their concerns.

The study in-depth each year of one major social problem should provide young citizens with the sobering experience of studying something in school about which the whole community, as well as their teachers, are genuinely concerned. We would risk the possibility that such an experience would set a serious tone for more thoughtful engagement by young citizens in all of the work, both within and outside the social studies, that they are pursuing in school.

A one-year, one-day-a-week internship in some useful social or civic enterprise is a natural progression from thinking about to actually working on resolving social problems as outlined above. The internship would be looked upon as a transition experience from neophyte to adult citizenship. Through the internship, young citizens upon graduation would already be involved in what might well become their life specialty as a citizen. Useful volunteer work, without pay or credit but required for graduation, can be sought with a service, political, civic or other interest group. Internees would be supervised by a teacher in the school with whom they would also meet regularly to ponder and appraise their experiences.

Special Studies in Citizenship

The explosion of knowledge, the parallel explosion of the means of communication together with the unsettling of values due to an extraordinary acceleration of change, have heaped extraordinary responsibilities on citizens to know when they are well informed and to know what values are at stake. Paradoxical as it may seem, it is more difficult today to know and to know that what one is being told is really true than it was 50 years ago when the quantity of knowledge available for absorption into the mind was much less, and when the value choices to be made were fewer and far simpler.

Likewise the mushrooming of the means of communication has opened up tremendous opportunities to become better informed but just as tremendous possibilities of having our thoughts controlled by charlatans of all kinds—politicians, religious leaders, spokespersons of special interests and the like who try to control what we think by manipulating our opinions through the media. Thus Marcos in the Philippines, despite 20 years of the most unimaginable corrupt and brutal leadership, almost won reelection because he controlled Philippine radio and television stations while his reform-minded opposition could only shout to the crowds within their hearing on street corners. While the successes of U.S. institutions have been made possible in part by a free press, today the news media is, to a considerable extent, controlled by the rich. The viewpoint of the poor is difficult to hear.

Likewise in the face of an unprecedented rate of change, traditional values are being called into question. The whole civil rights movement, which began in the 1960s, is a case in point. What was seen as equitable treatment of blacks and other minorities became a very controversial matter. In some cases, traditional values, held innocently in the past, now seem to be in conflict—for instance, freedom of the press and secrecy in the conduct of governmental business in the name of national security. The number of such conflicts between values have multiplied many times in recent years.

These conditions impress upon us the need to help young citizens of a democracy—whose opinions are supposed to be informed, well reasoned, and responsive to time-honored values—to wade through the maze of information and conflicting value claims that are thrust upon them from every side, to learn to sort out the wheat from the chaff. Our purpose would not be to tell them what to think but rather to help them develop the understanding and skill to decide for themselves what is and what is not credible.

BEST COPY AVAILABLE

Three groups of questions would guide this study. The first group, *epistemological* in nature, would ask such questions as: What is knowledge? What does it mean to say that one knows? What is evidence? What is proof? Are there different ways of knowing? How does proof differ under different ways of knowing?

As Henry Steele Commanger has brilliantly argued in his essay "Should Historians Make Moral Judgments?" history is not so much to be remembered as to be judged.

Which way of knowing is most dependable? How can one determine the dependability of claims to knowledge of a scholar in some field of study, a witness to an event, an expert in some line of endeavor, a textbook account, a proponent of some religious doctrine, a political speaker, a news report, an editorial? What is dependable evidence as proof in each case?

The second group, having to do with *communications*, would ask such questions as: What are the various purposes of the media—for example to inform, to weigh alternatives, to persuade, to exhort? How can we judge the dependability of what we read, or hear, or are told in the newspaper, over the radio, over television, in a textbook, in a political speech and the like? How can one detect the use of media to distort or misrepresent the truth? In a political campaign how does one decide who and what to believe?

The third group, *values*, would raise such questions as: What do I value most? Are there good reasons for valuing highly each of the values dear to me? How can I know that what I value are good values? Can I arrange my values from the most important to those of less importance? What do I do when two or more of my values seem to be in conflict?

Questions like these need to be raised from time to time in many subjects that students study in school, in science, mathematics and language arts as well as in the social studies. Good teaching directed toward asking these kinds of meaningful questions could hardly be conducted without some awareness on the part of teachers and students of the nature of dependable knowledge and of the nature of evidence of proof. Memoritor teaching, which we reject, tends to sweep such questions under the rug. Students are supposed to remember the correct, but not necessarily the true, answer and they are never to question why. They are simply supposed to believe what they are told.

But even with teaching throughout the curriculum that emphasizes a questioning and thoughtful response by students to the information presented to them, a special need still exists to study the problem of knowing and valuing, independently and in-depth, if students are to learn to cope with today's world of instant communication and a rapidly changing knowledge base.

Studies have indicated that children spend as much time each day watching television as they spend in school. Many educators recognize that television is a tremendous force in the child's learning, a force that may have either positive or negative consequences.[7] The student may become a critical viewer or a patsy to be exploited by anyone who has a good "Madison Avenue" line. Students need help with this problem just as they need help in becoming more critical textbook readers and more discerning citizens.

The best of all worlds in this connection would be for the social studies department—in coordination with other departments in the school equally interested in developing more critical thinking, listening, reading, viewing and valuing skills—to provide a jointly sponsored course in *knowing, communication* and *valuing* to be offered approximately midway through the middle school.

Electives

The purpose of the electives strand would be to afford the opportunity for students to study in some depth the methods by which social scientists, including historians, arrive at dependable knowledge about human affairs. Electives would include one-year courses in economics, political science, sociology, anthropology and journalism. The emphasis would be placed on the nature of the discipline rather than on its findings, although the nature of a discipline might be illustrated by allusion to some of its more important findings or key assumptions. There would be the opportunity to engage in some laboratory practice in each discipline as, for instance, the writing of a short historical account, the conduct of a simple sociological survey, the study of a group as an anthropologist would study it, or the reporting of a significant event. All students would be expected and encouraged but not required to complete one such elective.

The Hidden Curriculum

If commitment to democratic principles is to be an outcome of the education of citizens, it is of paramount importance that the school offer a good example of respect for democracy. There are two aspects of setting such a good example in the school. The most obvious is that the school itself must be governed democratically. We lose our case for democracy when students can easily perceive that the school is run autocratically. School rules, like laws, should be fair and reasonable and students should be helped to understand the reasons for them. They should have a voice in the enactment of school rules. Governance should never be arbitrary or blatantly coercive. The school should never underestimate the willingness of students to participate in their own governance. As in adult society, the rights of the minority in the school setting should be faithfully respected.

The school should never underestimate the willingness of students to participate in their own governance.

Democracy is also exemplified in the school by the respect shown by teachers for intellectual honesty. Democratic teaching should be carried on in the full light of day with full respect for the canons of objectivity suggested above. And full respect must be given to the intelligence of students to think for themselves. Pressure tactics, being less than candid, talking down to students, or using the classroom to propagandize are all completely out of character with democracy and must never be employed if students are expected to develop a deep commitment to democracy. Teachers must exhibit in their own behavior not only respect for the intelligence of the students but also faith in the method of intelligence and reason.

Notes

[1] The argument for the use of the hypothetical mode over the expository in the study of social content was most succinctly presented by Jerome Bruner in *Knowing: Essays for the Left Hand* (New York: Atheneum, 1965), 81–96. This idea was largely responsible for spawning the whole New Social Studies movement.

[2] Support for the in-depth study of a few topics over the necessarily superficial coverage of many topics is lent by the following authors: Alfred North Whitehead, who, in *Aims of Education* (New York: Macmillan, 1929), 1–2, warned of the uselessness and, above all, the harmful effects, "of receiving into the mind," inert ideas, that is, ideas that are received into the mind without being utilized or tested or thrown into fresh combinations; Gunnar Myrdal in the appendix of his book, *The American Dilemma* (New York: Harper and Bro., 1944), 1052–1053, observed that to narrate history straight without stopping to consider the assumptions, implied or explicit, and the qualifiers chosen by the historians without considering other scholarly versions of the events being described is tantamount to indoctrination; Richard H. Brown, historian at the Newberry Library, Director of the Amherst Project, published a number of units in which he demonstrated the feasibility of studying a few significant episodes by what he called, "postholing," and studying them in depth as an alternative to the survey course in United States history; many of the projects in the New Social Studies movement of the 1960s and 1970s were based on the principle of in-depth study of a relatively small number of topics; recently, Fred M. Newmann in "Priorities for the Future: Toward a Common Agenda," *Social Education* 50 (April/May 1986), 240–250, recognized the replacement of coverage with in-depth study as a primary need in the field.

[3] The authors were greatly influenced in their choice of strands by the ideas of Harry S. Broudy, B. Othaniel Smith and Joe R. Burnett who, in *Democracy and Excellence in American Secondary Education* (Chicago: Rand McNally, 1964), 159–274, suggested a classification of knowledge for purposes of instruction similar in some respects to the one being proposed in this work.

[4] According to Peter Drucker, in an article written for a recent issue of *Foreign Affairs* (reported in *Time Magazine*, April 7, 1986, 48), there is no longer a problem of the number of people to be fed outstripping the food supply. The problem lies rather in the economy of financial flow. This illustrates how quickly the nature of social problems may change.

[5] The authors were somewhat influenced in proposing this strand by the Broudy, Smith and Burnett work cited in Note 3. A similar proposal was made in this work. (Ibid., 231–243.) The seminal work on thinking about a social problem is by R. Bruce Raup, George E. Axtelle, Kenneth D. Benne and B. Othaniel Smith, entitled *The Improvement of Practical Intelligence: The Central Task of Education* (New York: Harper and Bro., 1943).

[6] An entire issue of the *Center Magazine* has been devoted to the problem of intelligence and secrecy in an open society; see Vol. XIX, No. 2, March/April 1986.

[7] In two recent books, *Teaching As a Conserving Activity* (1979) and *The Disappearance of Childhood* (1982) (both New York: Delcorte Press), Neil Postman has pointed out the deleterious effects of mass media in the education of children.

References

Barnes, H.M. *Social Institutions*. New York: Prentice-Hall, 1942.

Becker, C.L. *Everyman His Own Historian*. New York: F.S. Crofts, 1936.

Bruner, Jerome S. *The Process of Education*. Cambridge, MA: Harvard University Press, 1962.

Bruner, Jerome S. *On Knowing: Essays from the Left Hand*. New York: Atheneum, 1965.

Commanger, Henry S. "Should the Historian Make Moral Judgments?" *American Heritage*, 17, (February 1966): 26–27, 87–93.

Dewey, John. *Democracy and Education*. New York: Macmillan, 1929.

Engle, Shirley. "Alan Griffin (1907–1964)." *Journal of Thought*, 17 (Fall 1982): 45–54.

Engle, Shirley S. "Late Night Thoughts About the New Social Studies." *Social Education*, 50 (January 1986): 20–23.

Engle, Shirley, and Longstreet, Wilma. *A Design for Social Education in the Open Curriculum*. New York: Harper and Row, 1972.

Fenton, E.F. *The New Social Studies*. New York: Holt, Rinehart and Winston, 1967.

Griffin, A. "A Philosophical Approach to the Subject Matter Preparation of Teachers." Ph.D. Diss., Ohio State University, 1942.

Hill, C. "History and Culture," in *The Random House Encyclopedia*. New York: Random House, 1983, 946–949.

Hunt, M.P., and Metcalf, L. *Teaching High School Social Studies*. New York: Harper and Bro., 1955.

Longstreet, Wilma S. "Decision Making: The New Social Studies." Bloomington, IN: Occasional Paper, No. 1, Social Studies Development Center, 1979.

Oliver, D.W., and Shaver, James P. *Teaching Public Issues in the High School*. Boston: Houghton, Mifflin, 1966.

Oliver, D.W. and Newmann, Fred M. *The American Revolution*, The Public Issues Series/Harvard Social Studies Project. Middletown, CT: American Education Publications, 1967. ❑

Shirley H. Engle is a Professor Emeritus of Education at Indiana University, where he was the Associate Dean for Advanced Studies. Anna Ochoa is an Associate Professor of Social Studies Education at Indiana.

BEST COPY AVAILABLE

Reprinted by permission.

Social Education for Social Transformation

William B. Stanley and Jack L. Nelson

A democratic civic culture, and the active participation of individuals in the continuing improvement of the society, is the basic rationale for this proposed social education curriculum. This rationale assumes that people are capable of self-governance, that a democratic society must be open to criticism and divergent viewpoints, that schooling has a responsibility to be consistent with social ideals, and that certain values will be of central focus in social improvement. These values include justice and equality, which become grounding points for a social education whose rationale incorporates a concern for social transformation. There are some further assumptions that underlie this rationale and deserve articulation.

First, schools have not been and never will be neutral in regard to social, political, economic and cultural values. These values are the basis for schooling itself, and are often expressed in broad statements of educational goals. In a society like the United States, the development of a democratic civic culture is among these broad educational aims; this requires a populace with the knowledge and wisdom to participate actively in the continuing improvement of the society and presumes that schools can provide the essential conditions for this learning.

For schools, and thus for social education, those essential conditions include the consideration of social problems and potential solutions, the development of critical thinking and ethical decision making, the freedom to explore controversial topics, and full access to the means by which students can actively practice social participation.

Second, societies are constantly in a process of transformation. The single principle on which all social sciences, humanities and sciences seem to agree is that things always change; transformation is fundamental (Besag and Nelson 1984; Wexler 1985). The disagreements occur in assessing the nature of transformation—which changes lead to progress, which to regression, and which to the fragile stability that many people seek.

Schools have not and never will be neutral in regard to social, political, economic and cultural values.

The underlying values of justice and equality provide, for our society, the basic criteria against which change can be assessed. Social education that provides learning for social transformation is consistent with the assumption of social change. Most "mainstream" or traditional social education rationales agree that democratic principles are basic, but the rationales tend to be backward-looking, static in orientation and highly supportive of the status quo. This severely limits consideration of change or transformation, and holds suspect potential social improvements that seem to deviate from standard ideas. If the current society or any society were perfect, the status quo would be an ideal; instead, social problems deserve wide exploration to find improvements that lead toward increased justice and equality. Social criticism, then, should be seen as one means to fulfill the need for social transformation and should be an important element in social education.

Third, social transformation through social education does not require the abolition of all traditional "transmission" functions of social studies. The primary framework of values that identify the "good society," and the basic values of justice and equality need to be transmitted to the young. It would be a purpose of this social education scope and sequence to develop a firm and thoughtful attachment to these core values as necessary to improving the democratic civic culture. The attachment would not be blind devotion, since disputes over social issues raise different views of what justice and equality mean in practice, but the framing of those debates would require agreement on the core values as worthy criteria. It is this attachment to basic civic values that motivates people to actively participate in the society.

Fourth, schools can and should be used to promote progressive social change (Stanley 1985). The schools have long been used to instill national loyalty, to prepare for war, to develop skills for business, to prepare "good citizens," to separate individuals into differential roles in the society and to serve the interests of select groups in the society.

Pursuing social transformation predicated on values of justice and equality would represent a shift in emphases, but not in the basic nature of education. The social transformation proposed would aim to serve the interests of the widest number of people within the democratic culture, addressing issues of individual, local, national and global importance. Redressing the needs of the disadvantaged, increasing human rights conditions and stimulating environmental improvements are examples of possible foci. Although it is clear that the schools could not have unilateral power to transform society, they are a significant element in the consideration of which changes constitute progress, and they play a key role

in the development of ideas among the new generations.

A final assumption is concerned with social education itself. It is probably impossible to reach consensus on a single rationale for social education because there are a number of widely divergent views available; and because it is logically inconsistent to presume that one rationale and its scope and sequence are so comprehensive or compelling that it should be imposed. Imposition of a particular static scope and sequence on a field that assumes change and that advocates debate on social issues would be an enormous anomaly (Engle 1977). The vitality of social education would be threatened, and one would wonder at its stated purposes of critical thinking. Thus, this rationale and scope and sequence is offered as a possible approach. We think it has merit, but requires analysis, comparison, skepticism and critical judgment—as should any of those proposed.

This assumption about the nature of social education implies that significant changes in the traditional curriculum would require significant changes in teaching materials, teacher education, in-service education, and other aspects (Apple and Teitelbaum 1985; Giroux 1985). That is healthy, we believe, as similar changes in science and math education helped to revitalize those fields in schools. We also believe that the service that NCSS should provide is to encourage the debate by pointing the field in new directions rather than restating the already entrenched views. To do otherwise would represent stagnation of the field. It is in this context that this proposal is submitted.

This rationale is an optimistic view of the potentials for humans, their societies and their schools. The idea of social transformation by thoughtful, ethically based, responsible and critical examination of social problems and active participation in developing a continually improving society is one that can inspire social educators and their students.

Definitions and Goals

We prefer to use the term social education rather than social studies, as it

recognizes the broad complex scope of social learning. It has become a cliche but a true one, that most of our social learning does not take place in schools, and even in schools a great deal of social learning (perhaps most) occurs outside the formal curriculum studied in social education classes. But whether one uses the term social education or social studies, we need to expand the definition beyond the focus on citizenship education as *the* primary concern of the field. While citizenship education is *a* major concern, people function in a number of other significant life roles aside from their relationship to the local, state and federal government, e.g., as family members, as consumers and producers and as individuals, to name the most obvious and important ones.

> Pursuing social transformation predicated on values of justice and equality would represent a shift in emphases, but not in the basic nature of education.

Each of these might involve social interactions, ethics, aesthetics, creativity, decision making, and perseverance, the bulk of which can have little or nothing to do with what normally passes for citizenship education. Finally, every individual should develop an awareness of global issues and the ability to make informed decisions regarding them. Much of this activity is unrelated to a specific citizenship role. For those reasons, even the formal curriculum of social education must be more broadly construed than citizenship education.

Furthermore, the term citizenship is often used in a rather narrow and technical way. This technical preoccupation with learning specific skills to achieve specified instructional objectives fails to address the need for a more comprehensive reflective competence in a democratic society. For example, one cannot prescribe in advance all the instructional outcomes related to attempts to resolve problems of social justice (Cherryholmes 1978). Indeed, much that is involved in these kinds of competencies (e.g., dispositions, reflection)

probably cannot be taught directly, but students can learn it, given sufficient and appropriate opportunities. Social education must provide educational opportunities to develop the critical practical competence to participate in a democratic society (Newmann 1975; Kennedy 1981; Whitson 1985).

Social transformation is defined as the continuing improvement of the society by applying social criticism and ethical decision making to social issues, and

using the values of justice and equality as grounds for assessing the direction of social change that should be pursued.

Criticism refers to judging with knowledge and reason. It is both positive and negative. Its goal is to illuminate issues, pose alternative views, consider divergent evidence, use large-scale ethical criteria, and arrive at refined ideas for social improvement. It must be clear that criticism is a process; it is dramatically different from complaining, cynicism, pessimism or nihilism in that it posits a positive view of what can be achieved in human societies.

Social education for social transformation, therefore, has the goals of

1. Developing a firm and thoughtful attachment to the core values, primarily justice and equality, of a democratic civic culture
2. Assisting students in understanding social and global issues and in the utilization of critical thinking based upon ethical derivatives from the values of justice and equality
3. Developing motivation to actively participate in the improvement of society
4. Assuring that teachers and students have the freedom to examine as wide a variety of topics and viewpoints as possible in exploring social and global improvement
5. Encouraging students to consider and develop specific proposals for progressive social change.

Knowledge

Knowledge is problematical, rather than precise and predetermined. Although it might be easier to believe that we have precise and absolute knowledge that we can simply transmit through schooling, such is not the case. There are significant intellectual debates about the nature, value basis and operation of knowledge in society, and students should examine those debates. Knowledge is a social and ideological phenomenon and should be seen as a subject of study in social education (Edwards 1979; Foucault 1980; Freire 1970; Habermas 1971; Sharp 1980).

There is an unfortunate tendency in current social studies work to perceive knowledge as something to be imposed in school and then tested to assure that students have accepted the imposition. That is inconsistent with the concept of critical thinking, and inconsistent with the ideas of social education for social transformation. One of the goals of this proposal is that students undertake the study of knowledge and ideologies (the study of ideas, as well as the study of dominance) as social issues. Knowledge should also be studied through the variety of skills needed to create, identify, process, express and utilize it. Knowledge is also different from data or information. Data represent bits and pieces, the material of insights and possible knowledge, but not knowledge itself. Knowledge is socially constructed and interpreted, not given and objective.

Transformative social education not only utilizes traditional sources of data from the humanities and social sciences, the sciences, the arts and from social issues themselves, but also subjects those data to criticism. Students and teachers need to develop sufficient competence in traditional forms of data to be able to examine them critically—to become intellectually skeptical of the data and its sources. Knowledge needs to be understood as an orientation, or worldview, subject to critical evaluation and reconsideration. It is an integrated filter through which bits of information about the social world come to be understood. Social education for social transformation would have a goal of assisting in the development and criticism of knowledge in society to provide students the opportunity to examine different views of knowledge and the ideologies that support them. This process would require a related goal of understanding forms of knowledge that have gained social acceptability over time in order to examine those forms.

Democratic Values and Beliefs

Goals related to core values of a democratic civic culture are indicated above. A democratic civic culture depends upon an informed and motivated populace who share a commitment to a continually improving society. The criterial values we propose are justice and equality, and our goal is to develop

a firm and thoughtful attachment to them. A consistent goal related to democratic values is the development of critical thinking among the populace. Democratic civic culture requires continual revision and improvement; critical thinking and ethical decision making which leads to active social participation are processes through which social transformation can take place. These are dynamic rather than static processes.

Skills

This proposal sees skills as integrated parts of the process of knowledge development rather than as discrete and

specific categories. The development and criticism of knowledge, as suggested above, requires the use of simple and sophisticated skills like reading, writing, speaking, listening, assessing evidence, observing, categorizing, analyzing, synthesizing, evaluating and applying. The development of these skills occurs as they are used and modified.

Skills may be taught apart from content, but they may not be learned, or, if learned, they may have very narrow applicability (Cornbleth 1985). It is possible, even desirable, to identify and categorize skills of value in social education in order to understand the kinds of skills needed, but that does not mean that one must teach them in isolation as if the skills were not related to the issues under study. This proposal presents skills as integrated in the development and criticism of knowledge and social issues. It is a more holistic approach than that of behavioral or performance-based education.

The recent recognition in Chicago that Mastery Learning had produced memorization of very specific skills and tasks related to reading, but that students who had mastered these specific skills still could not read and comprehend, supports the idea that skills need development in the context of the content of the curriculum, not as specific and narrow acts. It is our goal in skills development to have students utilize and refine them as avenues to accomplishing the larger goals identified in the initial goals statement above.

Defining a Scope and Sequence

Because this approach to social education advocates that students engage in criticism and participation, it would be inconsistent to insist that all students receive identical information structured to suit grade levels. Rather, we believe that the processes of critical thinking, ethical decision making and social participation necessarily should be practiced in schools according to the levels of maturity of the students. Thus, the sequence proposed is only illustrative. The categories indicate by broad grade levels the expected development.

Primary Grades K–3

THEME: Self-identity and concern for others; leading to development of the concept of interdependence.

CONTENT:

☐ *information about each student*
- likes, dislikes
- I, mine, your, friends, groups, family
- common experiences
- uncommon, individual experiences
- how am I the same, how am I different?

☐ *growing up*
- in another society
- in another time period
- in a more disadvantaged situation
- in large and small families
- with responsibilities for others (people, animals, health, etc.)

☐ *today in class; yesterday; tomorrow*
- individual and group
- what was good and not-so-good
- what we would prefer

☐ *exploring ideas of fairness*
- in class
- in life
- in stories

☐ *exploring myths, customs, symbols, common bonds, religions*
- of this society
- of other contemporary societies
- of one or more ancient societies

☐ *developing a sense of self and respect for others in testing the ideas of interdependence*
- in families
- in school
- in the local environment
- in other societies
- in the global environment

☐ *understanding roles and purposes of local institutions and individuals* (police, post office, etc.) *and comparing them to institutions in the past and in other societies*

☐ *considering other needs of local community, e.g., work, play, food, shelter, services, personal development*

☐ *considering other ways of organizing class, school, community.*

☐ *evaluating fairness and equal treatment*

Grades 4–6

THEME: Observations and ideas

CONTENT:

☐ *observing*
- other people, other things
- other places and other times (vicarious)
- local government and other institutions

☐ *keeping track of observations*

☐ *assessing differences, similarities in observations*

☐ *recognizing differing values*

☐ *testing experiences against observations of others as expressed in stories, books, films, etc.*

☐ *making judgments of fairness, equality, equity*

☐ *examining social issues*
- in local community
- in state, region
- in nation
- in world

☐ *organizing ideas, especially*
- important ideas in other times and places
- ideas that did not gain favor in society
- highly divergent ideas in science and society, examining why
- social changes resulting from changes in ideas

☐ *traditional categories of knowledge: philosophy, history, social sciences, science, humanities*

☐ *what writers say, what speakers say*

☐ *developing a critical sense in evaluating evidence*
- developing and testing hypotheses
- identifying and understanding differing views
- judging views in terms of differing ethics
- judging views in terms of justice, equality

☐ *taking responsibility for views and actions*

☐ *examining specific social issues in terms of ethics*

Grades 7–9

THEME: Testing ideas, refining ethical ideology

CONTENT:

☐ *examining criteria*

☐ *considering ideologies*
- ideas and their sources
- political economy of ideas
- political geography of ideas
- examination of historic examples of ideologies
- logic, reasoning, alternative views
- ideological dominance and repression
- cultural and ideological differences
- roots of ideologies
- the nature of our culture as compared to others

☐ *meanings and messages*
- media examination
- text analysis
- historic document study
- ways of knowing, different conceptions of truth

☐ *discourse development*
- analysis of language, language theory
- concern for ideas of others
- justice and equality
- improving reading, writing, speaking, listening
- discourse, science, and social science

☐ *examination of selected social problems*
- defining significant social issues
- developing hypotheses
- reconsidering ethical criteria
- identifying and evaluating evidence
- testing hypotheses
- drawing tentative conclusions
- proposing potential social improvements
- examining contrasting viewpoints
- selecting avenues for social participation

☐ *taking responsibilities for views and actions*

☐ *social participation activities*

Grades 10–12

THEME: Refining critical thinking; proposals for change; social participation

CONTENT:

☐ *reviewing ideas from previous social education work*
- interdependence
- responsibility
- ethics
- ideologies
- nature, sources and utilization of knowledge
- traditional forms of knowledge and their critics
- contributions of history and the social sciences

☐ *developing and reviewing process skills*
- ethical reasoning
- discourse/discussion responsibilities
- conducting research
- social criticism
- critical thinking; decision making
- social participation activities

☐ *examining identified significant social issues*
- local
- national
- global

☐ *considering alternative futures and "relevant utopias" based on ethical justification for social transformation*

☐ *proposing ideas for social improvement rooted in justice and equality*

☐ *developing interdependent social participation*

☐ *active work, over a period of time, in social improvement activities*

☐ *evaluating social education*

Afterword

As we have tried to indicate in this proposal, it is impractical and dysfunctional to attempt to specify a single best scope and sequence for the social education curriculum. We lack consensus on a rationale for social education and the field, given its nature, is in a state of constant change. This is a difficult and challenging experience. It can be frustrating at times, but it should be viewed as an opportunity for progressive change.

Nevertheless, we are forced to act, to make choices and commitments, even though they may be tentative and subject to revision. To do otherwise is to promote social stagnation and risk the decline of our democratic culture. The authors of this proposal have chosen to commit to a democratic society rooted in the core values of justice and equality. For us, this implies that our public schools should function to further the growth of such a society. This includes educational experiences that help to emancipate and empower students so that they can develop the critical, technical and practical competence necessary to participate in a democratic society.

Our proposal is one possible way of accomplishing this goal. There may be several others and some might work better. Yet we would question any proposal that did not address this central concern of social education. We hope ours will stimulate discussion and action in this direction.

References

Apple, Michael W., and Kenneth Teitelbaum. "Are Teachers Losing Control of Their Jobs?" *Social Education* 49 (May 1985): 372–375.

Besag, Frank P., and Jack L. Nelson. *The Foundations of Education: Stasis and Change*. New York: Random House, 1984.

Cherryholmes, Cleo H. "Curriculum Design as a Political Act: Problems and Choices in Teaching Social Justice." *Theory and Research in Social Education* 6 (Spring 1978): 60–62.

Cornbleth, Catherine. "Critical Thinking and Cognitive Processes." In *Review of Research in Social Studies Education: 1976–1983*, edited by William B. Stanley. Washington, DC: National Council for the Social Studies, 1985.

Edwards, Richard. *Contested Terrain*. New York: Basic Books, 1979.

Engle, Shirley H., "Reactors Comments." In *Defining the Social Studies*, by Robert D. Barr, James L. Barth and S. Samuel Shermis. Arlington, VA: National Council for the Social Studies, 1977.

Foucault, Michel. *Power/Knowledge*. New York: Pantheon, 1980.

Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 1970.

Giroux, Henry A. "Teachers as Transformative Intellectuals." *Social Education* 49 (May 1985): 376–379.

Reprinted by permission.

Social Studies Within A Global Education

Willard M. Kniep

Educating for citizenship has been and remains a central mission of the entire curriculum in elementary and secondary schools. A global education extends that mission by enlarging the vision and meaning of citizenship to include not only the local community, the state, and the nation, but also the global community.

This vision of citizenship is rooted in two realities that have become more and more apparent since the end of the Second World War. First, today as never before, all human beings live in a multiboundary world: not simply a world of nation-states, but one with a diversity of worldwide systems in which all people affect and are affected by others across the globe.[1] Second, humanity is increasingly threatened by problems that cannot be solved by actions taken only at the national level. For a number of our most pressing environmental and social problems—contamination of the environment, warming of the atmosphere, world hunger, international terrorism, the nuclear threat—there will either be international solutions or no solutions at all.[2]

Global education is anchored to a belief that there is a critical need in the United States for schools to better prepare young people for life in a world increasingly characterized by pluralism, interdependence and change.[3] The most common approach to bringing global education into schools has been through infusion into the existing curricula rather than by restructuring, replacing or creating courses. That is changing as state legislatures and boards of education, recognizing the need for global/international dimensions in education, increasingly support curricular changes and appropriations for global education.[4] This in turn has created a need for better descriptions of the substance of global education and for tools to assist in the process of curriculum development.

In the extended view of citizenship embodied in a global education, social studies continues with a specific mandate and special responsibility for providing citizenship education: to equip every student in U.S. schools to live and participate fully and responsibly in all aspects of a global society.

In a global education, social studies goals will be derived from the requirements of citizenship in a democratic society that is one of the most dominant and powerful actors in today's interdependent world. For better or worse our culture influences the entire world. Our dominance of the international economy and our high standard of living both depend on and affect peoples and nations in all parts of the earth. This extraordinary position, and the privileges and responsibilities that it implies for U.S. citizenship, must be reflected in our definition of the social studies.

The content of social studies is drawn primarily from history, the social sciences and humanities. But we must also acknowledge the contributions of other fields like the natural sciences, journalism, future studies, policy studies, development studies, and environmental studies. Furthermore, we should emphasize the interdisciplinary nature of social studies, since the future is likely to require more integrative thinking, not less. In a global education, the content of social studies would serve to illuminate important national and international realities—diversity, interdependence, conflict and change.

The way we teach must reflect the experience and development of our learners. But even more important to achieving our citizenship goal, we must place our students actively in the center of the learning process. If our students are to think globally as they act locally,[5] if they are to be actively at the center of their world,[6] and if they are to be engaged with what we want them to learn,[7] then social studies must be taught in ways that make learning active, interactive, hands-on and engaging.

Goals

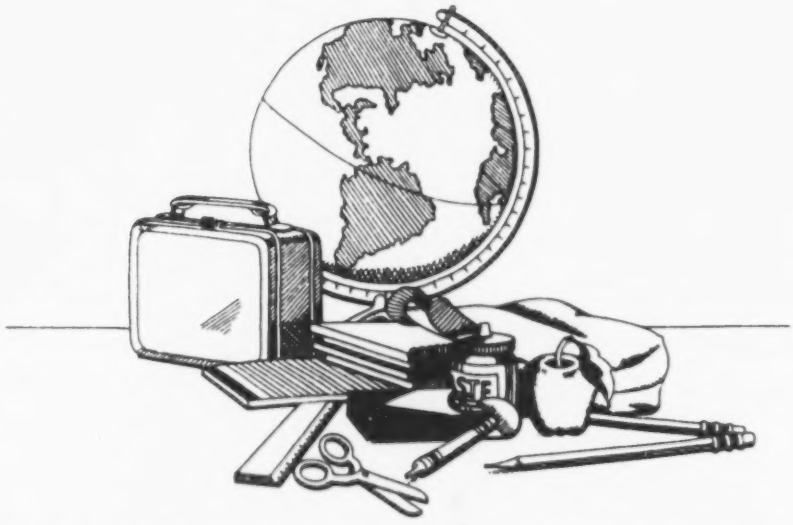
Knowledge

The NCSS 1979 Social Studies Curriculum Guidelines envisioned three particular functions for the knowledge component of the curriculum: to provide a historical perspective, to help a person perceive patterns and systems, and to provide the foundation for social participation.[8]

That vision is as valid today as it was in 1979. In a global education, the historical perspective will include a grasp of the evolution of universal human values and unique world views, the historical development of contemporary global systems, and the antecedent conditions and causes of today's global issues and problems. The systems perspective will enable students to see themselves, their communities, and their nation as actors in and on economic, political, ecological and technological systems extending throughout the globe. Knowledge as a basis for social participation must include not only historical and systems perspectives but an understanding of the causes, the effects and potential solutions for the great problems and issues of our time.

Abilities

Among the most important goals of a global education are the development of abilities to identify perspectives, see patterns, trace linkages and cause and effect relationships, and expand the repertoire of choice in solving problems.[9] Social



studies obviously has a key role to play in the development of these abilities. As Robert Hanvey has persuasively argued however, we must state them in the context of our other goals and we must pursue them holistically in our curricula. Doing so creates a reason and need for our students to use them as a natural part of their study. To do otherwise not only violates the principle of "wholeness" that is basic to global education but perpetuates the false dichotomy between content and process that has plagued the social studies.[10]

In forming our goals within this domain we would do well to differentiate between our students' *capacities* to do certain things by virtue of being human, and their needs to acquire certain abilities and skills.

Our students come to us with the capacity to think and reason. From infancy they have engaged in "critical thinking" as they have seen and analyzed relationships, applied information to new situations, made predictions, synthesized information from multiple sources, and formed judgments based on what they know. One of our goals in social studies should be to engage their intellectual capacities by providing the opportunity and context to do so.

Students also come to us with the need to acquire certain abilities and skills and to extend and apply others. Social studies has a special responsibility for helping students develop skill in using the tools of scientific inquiry as modeled by social scientists and historians. Its very nature requires students to gather data through observation, interviews, surveys and reading; to organize data using charts, maps, models, field notes and other tools; and to communicate what they have learned in various ways.

Valuing

Values are embedded in the content we choose for study, in the teaching and learning processes we employ, and in the structure of social and physical environments. Our choices in these areas should be guided by our goals.

A primary goal of social studies should be for our students to develop perspectives, concerns, tendencies and standards for their role as citizens of a democratic society in an interdependent world. If our programs are successful, students' perspectives will help them to see their linkages to others; their concerns will be for life, individual responsibility, human rights, and ecological balance; their tendencies will be toward participation, collaboration, acceptance of diversity, and peaceful resolution of conflict; and their standards will include justice, equity, self-determination, individual freedoms, human dignity, and honesty.

The content that we select should ground students in a basic knowledge of the values of their own cultures and society, and should engage them in examining the values of others in order to see the commonality and diversity among humanity. Both the processes that we employ and the social and physical structures that we put in place must model in microcosm the values that we affirm.

Social Participation

To claim citizenship education as the central focus and mandate of the social studies we must identify social participation as one of our major goals. As the 1979 Guidelines assert, the knowledge, abilities and values in social studies programs come to fruition in social participation.[11]

The goal of social studies should be to equip students for responsible and effective participation in all of the systems in which they live. In the best of all possible worlds, as a result of their social studies programs, students would participate in democratic institutions knowing how and why they work, with full awareness of the rights and responsibilities that go with participation. Furthermore, students would be led to economic decisions that maximize individual and social benefits—knowing that these decisions are dependent on and have consequences for others around the world—and to life-style decisions that contribute to personal well-being and pleasure with consideration for social and ecological benefits and costs.

Ultimately, social studies programs must be about empowerment. That is, students must see that they have a role in making the world a safer, more just and equitable place for humanity. It is not enough to know about persistent problems and issues, nor is it sufficient to be able to think and talk rationally and creatively about alternative solutions and to identify the values dilemmas inherent in them. Education becomes complete only when it moves us and provides us with the means and opportunity to act to affect local, national and global problems.[12]

Scope and Sequence

The scope of any curriculum should not be limited by tradition or by familiar topics that have always been taught, even if in a new way.[13] Rather, the determinants should be the purposes that we have set out for social studies, our best analysis of the current realities in which our students live, the requirements of citizenship in the 21st century, and an understanding of the basic nature and elements of those realities from the

Conceptual Themes for the Social Studies

1. INTERDEPENDENCE	The idea that we live in a world of systems in which the actors and components interact to make up a unified, functioning whole. *Related concepts:* causation, community, exchange, government, groups, interaction, systems.
2. CHANGE	The idea that the process of movement from one state of being to another is a universal aspect of the planet and is an inevitable part of life and living. *Related concepts:* adaptation, cause and effect, development, evolution, growth, revolution, time.
3. CULTURE	The idea that people create social environments and systems comprised of unique beliefs, values, traditions, language, customs, technology, and institutions as a way of meeting basic human needs, and shaped by their own physical environments and contacts with other cultures. *Related concepts:* adaptation, aesthetics, diversity, language, norms, roles, values, space/time.
4. SCARCITY	The idea that an imbalance exists between relatively unlimited wants and limited available resources necessitating the creation of systems for deciding how resources are to be distributed. *Related concepts:* conflict, exploration, migration, opportunity cost, policy, resources, specialization.
5. CONFLICT	The idea that people and nations often have differing values and opposing goals resulting in disagreement, tensions, and sometimes violence necessitating skill in co-existence, negotiation, living with ambiguity and conflict resolution. *Related concepts:* authority, collaboration, competition, interests/positions, justice, power, rights.

scholarship of history, social science and other disciplines.

The scope of the social studies curriculum, then, should reflect the present and historical realities of a global society. As a way to bring some order to thinking about those realities, I propose four essential elements of study in a global education that set the boundaries for the scope of the social studies curriculum.[14]

1. **The Study of Human Values**—both *universal values* defining what it means to be human, and *diverse values* derived from group membership and contributing to unique world views.
2. **The Study of Global Systems**—including the global *economic, political, ecological* and *technological* systems in which we live.
3. **The Study of Global Issues and Problems**—including *peace and security* issues, national and international *development* issues, local and global *environmental* issues, and *human rights* issues.
4. **The Study of Global History**—focusing on the evolution of universal and diverse human values, the historical development of contemporary global systems, and the antecedent conditions and causes of today's global issues.

Every effort should be made to insure that the plan or the sequence for organizing a social studies curriculum with this scope retains the holistic character of global education. Doing so will make it more possible for students to capture the sense of interdependence characterizing the modern world. Furthermore, the sequence of study should lead to broad conceptual understanding of patterns and relationships while keeping students at the center of their learning.

As a way of achieving consistency with these principles, I propose the use of themes as basic organizers for the social studies curriculum. The use of themes to organize thinking and focus attention abounds in daily life in literature, music, advertising and political campaigns. In the social studies curriculum, themes have a similar function—as means for focusing attention, for making connections among disparate elements across curricula, and for applying what is learned to the rest of life.

This thematic model uses three types of themes for curriculum organization derived from the structural elements of the disciplines underlying the social studies. Each discipline uses *concepts* for organizing inquiry and for describing its structure and view of reality. Each studies certain *phenomena* that delimit its field of inquiry. And each focuses on *persistent problems* for which its knowledge may provide explanations or solutions.

Conceptual Themes

Work within social studies should be organized around concepts: the big ideas forming the mental structures and language that human beings use for thinking about and describing the world. The particular concepts used as curricular themes are characteristically abstract and relational. They are not labels for real, concrete things but generally describe how people, things and events relate to one another. Such concepts, while shared in people's language and thinking about the world, are idiosyncratic to an extent since they are individually formed and reflect the transaction between a person's prior knowledge and experience and the meaning taken from new experience.

The five conceptual themes listed and defined below have been selected as basic curriculum organizers because they are essential to the development of a global perspective. They are metaconcepts in the sense that they consistently appear in the language and thinking of the social and natural sciences and because they serve as organizers around which other concepts tend to cluster.

Phenomenological Themes

Topical organization of textbooks and curricula focused on people, places and

BEST COPY AVAILABLE

events are common in social studies. One of the problems with this approach is that, by focusing on a single entity or event such as a nation or a war, we often overemphasize uniquenesses and differences while ignoring similarities and interconnectedness—an outcome that runs directly counter to developing a global perspective. In a global education, phenomenological themes would be selected for their contribution to better understanding the world's systems, cultures and historical evolution.

Phenomenological themes fall in two categories. The first is the actors and components playing major roles in the world's systems or within the sphere of human cultures and values. Actors meeting these criteria include specific nations, organizations, religious and cultural groups, significant individuals, and institutions. Components include geographic regions, significant documents, geological features, landforms, and systems and subsystems.

The second category of phenomenological themes is comprised of major events. Such events, both historical and contemporary, are selected because of their contribution to the development of contemporary world systems and/or the evolution of diversity and commonality of human values and cultures.

Specific phenemona are chosen as themes because we are convinced they are essential to our students' understanding of the world. Individual choices depend, to a large extent, on the needs and location of our students. For students in the U.S., knowing the history, roles and values of their own community, state and nation is critical to understanding the world's systems and the interaction and evolution of cultures and values. So too, their historical perspective must include the major events in the development of their own country. Students will comprehend the limits and possibilities for choice in the world they will inherit, however, only if our own pedagogical choices include the broad range of actors, components and events that continue to shape the systems and values of our diverse planet.

Persistent Problem Themes

These themes embrace the global issues and problems characterizing the modern world. By studying persistent problems, students can more clearly see their interdependent nature and how a variety of actors, themselves included, can affect such problems. The study of persistent problems would be incomplete unless it contributes to an understanding of their historical antecedents and the ways in which problems, and their solutions, relate to cultural perspectives and human values.

It is possible to generate a lengthy list of specific persistent problems that plague us globally and locally. However, the vast majority of problems seem to fall into the following four categories.[15]

- *Peace and Security*
  the arms race
  East–West relations
  terrorism
  colonialism
  democracy vs. tyranny
- *National/International Development*
  hunger and poverty
  overpopulation
  North–South relations
  appropriate technology
  international debt crisis
- *Environmental Problems*
  acid rain
  pollution of streams
  depletion of rain forests
  nuclear waste disposal
  maintenance of fisheries
- *Human Rights*
  apartheid
  indigenous homelands
  political imprisonment
  religious persecution
  refugees

Persistent problems, by their very nature, permeate every level of existence—from global to national to local—with their symptoms and causes. Moreover, the solutions to persistent problems will come through both individual behaviors taken collectively and policy decisions taken multilaterally. Because of this, themes in this category consistently provide opportunities for students to practice their roles as citizens by participating in programs to alleviate local versions of global problems (e.g., poverty) or local efforts to address global problems (e.g., famine in Ethiopia).

Placement of Themes by Grade Level

The curricular model I have presented is intended to be a tool for generating a scope and sequence in social studies at the local level. It places the social studies program at the center of an overall school program comprising a global education.

As an aid to understanding how the model leads to curricular decisions and implementation at the local level, I offer the following description of a K–12 social studies curriculum as one example of how a school district can translate the goals and principles of the model into a scope and sequence. To achieve a degree of brevity and simplicity of language in the description, I am presenting it as the program of a specific school district—the Ideal Unified School District—located in the best of all possible worlds. It is intended to be a generalizable example of the decisions that need to be made by any school district—involving school administrators, curriculum specialists, teachers and the school board—in the process of determining what is to be taught, how it is to be taught, and in what order.

The Ideal District, in addition to adopting the goals and elements of the global education model for social studies, has based its program on the following assumptions about human development and learning:

- Human beings function as whole organisms: thought, speech, emotion and psychomotor activities occur simultaneously and in concert. Therefore learning is a holistic enterprise in which artificial separation of instruction into content, skills, values, etc., is to be avoided whenever possible.
- Learning is basically an active and interactive process. Methods that cast the learner in a passive role should be used sparingly and avoided wherever possible.
- The younger the learner or the more unfamiliar the subject, the greater the need to provide opportunities for student interaction with concrete examples in instructional sequences.
- Conceptual understanding is built on repeated contact with a variety of real people, places and events that are exemplars of the concept to be developed.

Elementary Program

The Ideal elementary program will be implemented primarily through teacher-made thematic units. These units, using the community as a laboratory, are aimed at developing skill in the use of scientific processes by taking advantage of opportunities to make observations, conduct interview and surveys, and analyze and solve issues and problems. They include a variety of primary source materials, trade books, media and other resources.[16]

The development of a conceptual foundation is the first priority of the elementary program. Therefore, each of the conceptual themes has been adopted as the organizing focus of study, with increasing levels of sophistication, at several points in the elementary curriculum. The second priority is the development of social participation skills, reflected in the designation of persistent problem themes at each grade, so children will begin to see themselves actively in the role of citizen.

In the early elementary years, the program assigns responsibility for direct instruction related to each of the conceptual themes at specific grade levels.[17] The District has not specified the content of units in the early grades, but has given teachers the opportunity and support to design their own units of instruction.

Similarily, the District has assigned persistent problem themes to grade levels with the expectation that teachers will design units to engage their students in local manifestations of global problems and issues. The district has also established a norm that units are to be interdisciplinary whenever possible and themes are to be used to focus and provide a context for work in areas such as writing, literature study and arithmetic.

Beginning with grade 4, the District has made the social studies program more content-specific. However, the emphasis continues to be on thematic organization of that content. As a result, the program in the upper elementary grades more nearly approximates a course structure while retaining the interdisciplinary potential of the thematic unit.

Following is an abbreviated summary of the program for the elementary grades:

Grade 1: The assigned conceptual themes are *Interdependence* and *Scarcity.* In the Interdependence Units, student inquiry will focus on the linkages among people and the roles they assume in social situations such as the classroom, recreational activities, or community workplaces; on the mutual dependencies among living and between living and nonliving things in the natural environment; and on how simple mechanical and biological systems are made up of components that work together. The Scarcity Units will be designed to help students differentiate between wants and needs, and to use the economic principle of opportunity cost to analyze their own economic behaviors and the decisions that are made by households and local businesses.

Within the third assigned theme, *Environmental Problems,* students will be able to identify examples and causes of pollution and waste within the school and community, and to develop alternative solutions for these examples.

Grade 2: The assigned conceptual themes are *Change* and *Culture.* The highlights of the Change Units will be for students to identify the persistence of change in themselves and to begin to make a record of change in their community and environment using family members, friends, letters, diaries, newspaper articles, pictures and other documents as data sources. In the Culture Units students will explore the universal aspects of cultures by examining their own cultures, the culture of the classroom and school, and by looking at the cultures of children around the world through artifacts, trade books, films and other sources.

Development is the assigned problems theme. The focus of inquiry will be on hunger and poverty in the community and in other parts of the world. An essential part of the units will be for students to decide on and undertake a response to the problem.

Grade 3: The assigned conceptual theme is *Conflict.* An extended unit will enable students to recognize conflict situations and their causes and to develop skills in collaborative problem solving and conflict resolution.[18]

In the first phenomenological theme in the program, students will study local actors in the economic system. Students will identify the collaborative aspects of local workplaces, businesses and markets, and the interdependence of supply and demand in a competitive market place.

The assigned problems theme is *Peace and Security.* Units will engage students in analyzing current local and global conflicts where the underlying cause is threatened security. Emphasis will be on examining and developing alternative means of conflict resolution.

Grade 4: Study of the state will be organized around selected themes, and students will use the concept of Culture to analyze the contributions of various groups, beginning with the indigenous peoples, to the development of the state. The study of contemporary life in the state will use the theme of Interdependence to help students identify the economic, political, cultural and technological linkages of the state to the rest of the nation and world.

Environmental Problems serves as an organizing theme to engage students in inquiry about major environmental concerns of the state.

The program focuses on a phenomenological theme—components—through which to assess the contribution of the state's major landforms, river systems, forests and deserts, and major cities to its quality of life.

Grade 5: Students will study the history of the United States thematically. Rather than being organized chronologically, the program will emphasize conceptual understanding of United States development, by focusing on the components and values that make it unique among the nations of the world. Conceptually, the history will stress historical and contemporary forms of U.S. Interdependence with the rest of the world, the role of Conflict in the nation's development, and the economic evolution of the U.S. in a world of Scarcity.

Additionally, students will undertake in-depth study of selected components that contribute to the unique-

ness of the U.S. as a nation, such as its Constitution, the Federal System, and the Presidency. The persistent problem of Human Rights will also be examined as students study the U.S. progress in implementing basic values of justice, equity, and individual freedom for all of its citizens.

Grade 6: The concepts of Change, Culture, Conflict, and Interdependence are used to organize the study of Latin America, Africa and Asia from historical and contemporary perspectives. The persistent problem of Development, emphasizing the linkages of U.S. citizens to the developing world, will be examined throughout the program.

The Secondary Schools Program

The programs in the junior and senior high school will shift in focus from the more generalized study of the elementary years to an emphasis on more content-specific study, and will increasingly assume a course format. The program is designed to provide depth and breadth of knowledge of content derived primarily from the adopted scope of the program. That is, the program will aim at increasing knowledge of human values, including those that characterize life in the U.S.; global systems, including the role of the U.S. and other major actors; and contemporary global problems and issues. In addition, a high priority is for students to develop a historical perspective that encompasses the growth of the U.S. and of the interdependence that characterizes today's world.

Grade 7: This program emphasizes a functional knowledge of major global systems. In the first semester, students will examine the global economic system. Beginning with the U.S. economy, the course will analyze major economic systems and the interdependence of the global economy. In the second semester, students will study political systems through a similar approach.

Concurrently, the students will be involved in an interdisciplinary course focusing on ecological systems during the first semester and technological systems the second. The course will draw most heavily on the social and natural sciences.

Grade 8: The students will explore the domain of human values, beginning with an analysis of basic values in U.S. society such as individual freedoms and rights, the work ethic, majority rule, and equity. The course will trace the origins of those values from the writings and movements that shaped Western civilization to the founding documents of the United States.

The second part of the program will take a similar approach to non-Western traditions. First priority in selecting these traditions will be to include major actors in today's world such as Islamic nations, Eastern Europe, Asia, Africa and Latin America.

Grade 9: The 9th grade program will revolve around global history, emphasizing how interdependence in the contemporary world has evolved through more or less continuous contact among civilizations during the past 2,000 years. The course will examine the results of informational, material and artistic exchange among early civilizations, and the historical contexts and impact of major migrations, explorations, exports of technology, colonizations and wars. The aim of the course will be to provide a broad historic panorama for interpreting today's international relationships.

Grade 10: Although organized chronologically, this two-semester course in United States history will emphasize the relationship of the history of the U.S. to the history of the globe using the conceptual themes as a framework for analysis. The course will also give specific attention to unique U.S. approaches to problems of development, the environment, human rights, and peace and security—both domestically and in the international arena.

Grade 11: The objects of study will be major actors in the modern world. The course will focus on nation-states as major actors in the global political/economic arena. Students will compare approaches selected nations have taken to persistent problems and analyze their basic social/political values. The role of other global actors—the United Nations, non-governmental organizations, multinational corporations, unions and grass-roots movements—will also be analyzed.

Grade 12: The senior year will provide ample opportunity for students to apply the themes and substance of the previous years to the study of contemporary global problems and issues. In the first semester, using the conceptual themes as a framework for systems analysis, students will pursue an inquiry project—collecting and analyzing data, drawing conclusions, and developing alternative solutions—leading to a senior thesis related to the problem of their choice.

In the second semester they will participate in a community project in which they will implement some aspects of their thesis. This senior project, undertaken in cooperation with a community service organization, a political party, or a non-profit organization, will provide students the culminating school-linked opportunity to experience the role of citizen in a democratic society within a real-world setting.

Notes

[1] A description provided, as part of their rationale, by Alger and Harf (1984).

[2] Fasheh (1985) argues that these problems should be the driving force in international programs.

[3] See, for example, Reischauer (1973), an oft-quoted rationale for changing education to reflect current global realities.

[4] Different approaches have been taken by different states. New York, for example, is making the international dimension part of the Regent's exam and has mandated the restructuring of a number of social studies courses. Arkansas has mandated infusion of a global perspective throughout the curriculum and a global studies course at the tenth grade. California has appropriated funds to establish international studies resource centers, under the direction of Stanford University, throughout the state. Florida has just established a state office for international education.

The recent report by Irving Morrissett (1986) indicated that 23 states now have requirements for courses in world or global studies. In 10 of those cases, the requirement or recommendation was adopted within the past 4–5 years.

[5] A phrase coined by Rene Dubois, quoted by Cheryl Charles (1985).

[6] One of John Goodlad's (1986) theses.

[7] Newmann (1986) points out that the lack of student engagement with the social studies is one of the major problems that the profession faces.

[8] National Council for the Social Studies (1979).

[9] The skills are presented by Hanvey (1978) in the context of knowledge of perspectives, state of the planet, and global dynamics.

[11] The Task Force on Scope and Sequence (1984) asserts that "skills are developed through sequential systematic instruction and practice" and "can be grouped in a problem-solving sequence" (p. 252). No empirical or practical evidence is provided to support this view. Such a view has its origins in behaviorist theory and runs counter to most other theories of human development and learning that take a more holistic view. Later, the Task Force repeats this argument, but then says that "using and applying skills is the best form of practice." I would argue that they are the only forms that we should be using.

[12] National Council for the Social Studies (1979).

[13] Harlan Cleveland (1986) argues that we are all "policy makers" and that this should be the focus of our programs.

[14] The Task Force (1984) argued that "it is not fruitful to try to define the scope of social studies in terms of wholly new and unfamiliar topics and/or subject matter" (p. 252).

[15] The explication of these elements is contained in Kniep (1986).

[16] Ibid.

[17] The process of developing thematic units is described in Kniep (1979).

[18] Because the emphasis in the kindergarten program is on socialization and structured play activities, formal instruction is minimized. However, the conceptual themes, especially interdependence and culture, can be used to organize and focus those activities.

[19] Johnson and Johnson (1984) present approaches for cooperation and collaborative conflict resolutions. These skills are particularly effective when undertaken in the context of inquiry about significant content.

References

Alger, Chadwick F., and James E. Harf. *Global Education: Why? for Whom? About What?* Columbus, OH: Ohio State University, 1984.

Charles, Cheryl. "Using The Natural World to Teach and Learn Globally." *Social Education* 49 (March 1985): 213–217.

Cleveland, Harlan. "The World We're Preparing Our Schoolchildren For." *Social Education* 50 (October 1986): 416–423.

Fasheh, Munir J. "Talking About What to Cook for Dinner When Our House Is On Fire: The Poverty of Existing Forms of International Education." *Harvard Educational Review*, 55 (1985): 121–126.

Goodlad, John I. "The Learner at the World's Center." *Social Education* 50 (October 1986): 424–436.

Hanvey, Robert G. *An Attainable Global Perspective*. New York, NY: Center for Global Perspectives, 1978.

Johnson, David, Roger Johnson, et al. *Circles of Learning: Cooperation in the Classroom*. Washington, DC: A.S.C.D., 1984.

Kniep, Willard M. "Thematic Units: Revitalizing a Trusted Tool." *The Clearing House*. April 1979: 388–394.

Kniep, Willard M. *A Critical Review of the Short History of Global Education: Preparing for New Opportunities*. New York, NY: Global Perspectives in Education, 1985.

Kniep, Willard M. "Defining A Global Education By Its Content." *Social Education* 50 (October 1986): 437–445.

Morrissett, Irving. "Status of Social Studies: The Mid-1980s." *Social Education* 50 (April/May 1986): 303–310.

National Council for the Social Studies. "Revision of the NCSS Social Studies Curriculum Guidelines." *Social Education* 43 (April 1979): 261–278.

National Council for the Social Studies Task Force on Scope and Sequence. "In Search of a Scope and Sequence for Social Studies." *Social Education 48* (April 1984): 249–262.

Newmann, Fred M. "Priorities for the Future: Toward a Common Agenda." *Social Education* 50 (April/May 1986): 240–250.

Reischauer, Edwin. *Toward the 21st Century: Education for a Changing World*. New York: Knopf, 1973. ❑

Willard M. Kniep is on leave from Arizona State University in order to direct a national teacher education project for Global Perspectives in Education.

Paul R. Hanna's Scope and Sequence

Jane Bernard Powers

Paul R. Hanna's contribution to our continuing conversation about scope and sequence is significant by any standard of evaluation. Hanna mapped out a design for social education that is reflected in elementary social studies today. Inspired by his reading of H. G. Wells and his own belief that "we are emerging out of nationhood into a global community," Hanna formulated his ideas about scope and sequence in the late 1920s and early 1930s as a faculty member at Teacher's College, Columbia, and by doing consulting work for Virginia elementary schools.[1]

Hanna conceptualized the scope of social studies as "nine categories of basic human activities, . . . expressing, producing, transporting, communicating, educating, recreating, protecting, governing and creating."

He thought of the sequence of social studies as a series of expanding communities from the family to the global community. "Everyone of us live simultaneously in all of these communities: the family, the school, the neighborhood, the local, state, the regional, [and] the national," Hanna wrote in a 1965 article outlining his scope and sequence.[2]

Beyond the national, Hanna believes, we all are members of regional communities such as the Inter-American, the Atlantic, and the Pacific, and we are all citizens in a global community. Thus, schools generally and social studies programs specifically must prepare students to function effectively and provide leadership in all these domains.

Hanna stated in a recent interview that a primary goal of social studies is to educate future citizens "to improve the quality of life in each community." Learning to participate responsibly in all our communities, but especially in the global community is, for Hanna, a critical need in today's world. We ought to prepare students who can "create organizations to make it possible to live peaceably" on planet Earth.

According to Hanna, the creators of these organizations and structures must be taught by teachers who have a good liberal arts education that includes a strong emphasis on history. Preservice education for teachers must incorporate a solid foundation in the humanities and social sciences. They must know history, literature and philosophy. Education in "pure pedagogy is not sufficient," for the teachers who will provide intellectual leadership for future generations of citizens.

Notes

[1] Martin Gill, "Paul R. Hanna: The Evolution of an Elementary Social Studies Textbook Series" (Ph.D. dissertation, Northwestern University, 1974), 38–63.

[2] Paul R. Hanna, "Design for a Social Studies Program," in *Focus on the Social Studies*, A Report from the Department of Elementary School Principals, National Education Association, 1965.

Other comments were recorded by Jane Bernard Powers in an interview with Hanna on April 22, 1986, at his office in the Hoover Institute, Stanford, CA.

Jane Bernard Powers is a Supervisor of Student Teachers at San Francisco State University.

Reprinted by permission.

PROFESSIONAL ORGANIZATIONS AND RESOURCES

SOCIAL STUDIES ORGANIZATIONS

Our rapidly changing world and the knowledge explosion requires social studies teachers to expand their perspectives with new information and additional skills. Accelerated political and economic change and growing global interdependence also increase the concern of individuals and groups to heighten recognition of cultural diversity and economic well–being. All of this suggests a growing need to develop additional teaching skills and sources of knowledge. This part of the document will help educators to become aware of several resources for professional growth. Many of these organizations also provide information and materials for classroom use.

National Council for the Social Studies
3501 Newark Street Northwest
Washington, D.C. 20016

The social studies educator would do well to first contact the National Council for the Social Studies (NCSS), the major national organization for social studies educators. The NCSS is an umbrella organization for elementary and secondary classroom teachers, social studies curriculum leaders and supervisors, and college and university faculty in social studies education and the social science disciplines. Each year (usually in November) the NCSS sponsors an annual conference that attracts thousands of social studies educators from around the world. In addition, NCSS helps to sponsor several regional conferences each year at various sites in the United States. The NCSS has a strong publications program, which includes a journal, *Social Education*, and a newsletter, *The Social Studies Professional,* both with articles related to social studies curriculum and instruction as well as other concerns of social studies educators. The College and University Faculty Association of the NCSS publishes a quarterly, *Theory and Research in Social Education.* Several bulletins on important issues in social studies and other timely publications are available to its members on a regular basis.

National Commission on Social Studies In the Schools
3440 Ordway Street Northwest
Washington, D.C. 20016

This commission is a joint project of the American Historical Association, the Carnegie Foundation for the Advancement of Teaching, National Council for Social Studies, and the Organization of American Historians. The commission's report is "Charting a Course: Social Studies for the 21st Century."

This report contains characteristics of a social studies curriculum for the 21st century, preamble and goals, a recommended curricular scope and sequence, and eight essays linking the social sciences and history of social studies education.

ERIC Clearinghouse for the Social Studies/Social Science Education (ERIC/CheSS)
2805 East Tenth Street
Bloomington, IN 47405

Social Science Education Consortium
3300 Mitchell Lane, Suite 240
Boulder, CO 80301

Two other sources for general social studies information are the Social Science Education Consortium and the Educational Resources Information Center Clearinghouse for Social Studies/Social Science Education (ERIC/CheSS). The consortium is a nonprofit educational organization of social scientists and social studies educators and provides both services and publications: *The SECC Newsletter* and the Social Studies *Curriculum Data Book*. The latter provides a somewhat detailed analysis of current social studies materials and products.

ERIC/CheSS is invaluable as a clearinghouse for the most current published and unpublished materials (documents, guides, units, project reports, and research) in social studies. The clearinghouse publishes two indexes, *Resources in Education (RIE), and Current Index to Journals in Education* (CIJE), as guides to available social studies and other educational materials. The indexes are located at many colleges and university libraries. Many of the resources listed in RIE are available on microfiche or can be obtained through interlibrary loan arrangements. Educators working on curriculum or developing new instructional units may want to initiate their efforts by consulting these sources to learn about current trends and practices in the field.

ECONOMICS

Joint Council on Economic Education
432 Park Avenue South
New York, NY 10016

American Economic Association
1313 Twenty–First Avenue South
Nashville, TN 37212

Foundation for Teaching Economics
550 Kearny Street, Suite 1000
San Francisco, CA 94108

Minnesota Council on Economic Education
University of Minnesota
1169 Management and Economics Building
Minneapolis, MN 55455

Social studies teachers with a special interest in economics should contact the Joint Council on Economic Education (JCEE), an independent, nonprofit, nonpartisan organization. The JCEE was organized in 1949 to improve economic education and to serve as a clearinghouse for economic education information. The JCEE has an extensive publication program that provides numerous resource materials for teachers. For example, Part I of the *Master Curriculum Guide in Economics* is intended to help teachers integrate important economic concepts into the curriculum. Part II of the guide consists of teaching strategies designed for use at the primary level (grades 1–3); intermediate level (grades 4–6); junior high level (grades 7–9); and at the secondary level in world studies, United States history, basic business and consumer education, and a capstone course in economics. The guides were developed by economic educators and economists for the JCEE. All of the teaching strategies have been field tested and will enhance the economic content of the curriculum. At present there are 50 state councils and 275 teacher training centers for economic education affiliated with the JCEE.

Educators wanting to have access to the latest information on economic education publications should contact the JCEE and request to have their names placed on the mailing list for *Checklist,* an annotated listing of currently available JCEE publications. *Checklist* is published twice yearly. Each quarter the JCEE publishes the *Journal of Economic Education.* In addition, the JCEE is in the process of developing a variety of computer software programs to assist students to learn more about economic concepts and enhance their decision–making skills. These efforts will help to meet the demand for quality computer programs and will introduce students and teachers to microcomputers and selected economic concepts and skills.

GEOGRAPHY

American Geographical Society
Broadway at 156th Street
New York, NY 10032

Association of American Geographers
1710 Sixteenth Street Northwest
Washington, D.C. 20009

The National Council for Geographic Education
1–B Leonard Hall
Indiana, PA 15705

Educators who wish to focus on geographic education have three influential national geographic associations: The American Geographical Society (AGS), the Association of American Geographers (AAG), and the National Council for Geographic Education (NCGE). Each organization has a fairly extensive publication program. For example, the latter two associations recently published *Guidelines for Geographic Education – Elementary and Secondary Schools,* which identifies several grade–level geographic concepts and suggests geographic learning outcomes for students. Copies of these

Guidelines for Geographic Education are available for either the AAG or NCGE for a nominal cost.

The NCGE published the *Journal of Geography* and has teaching and curriculum monographs of interest to educators at several grade levels; it also conducts an annual meeting in various locations in the United States, Canada, and the Caribbean. For educators, the AGS publishes *Focus* several times each year, with an emphasis on a particular country or topic from a geographical perspective. The AGS also publishes ten times each year *Current Geographical Publications,* an annotated bibliography of new information or resources of interest to geographic educators.

Minnesota Geography Alliance
Macalester College
1600 Grand Avenue
St. Paul, MN 55105

This alliance publishes a quarterly school year newsletter and classroom teacher and student materials. The Alliance also conducts a summer institute for elementary and secondary teachers as well as regional geographic workshops and site–based inservice.

HISTORY

The American Historical Association
400 A Street Southeast
Washington, D.C. 20003

Organization of American Historians
112 North Bryan Street
Bloomington, IN 47408

Society for History Education
Department of History
California State University
1250 Bellflower Boulevard
Long Beach, CA 90840

National Council for History Education, Inc.
26915 Westwood Road, Suite A–2
Westlake, OH 44145

History teachers have the opportunity to join one or more professional associations for historians: the American Historical Association (AHA), the Organization of American Historians (OAH), and the Society for History Education (SHA). All three associations have a publications program, with some materials written especially for precollegiate history teachers. At their annual meetings, both the AHA and OAH frequently have sectional meetings of special interest to high school history teachers.

Among the publications of the AHA are the *The American Historical Review, AHA Perspectives* (a newsletter), pamphlets on historical subjects, and two bibliographic series, *Writings on American History* and *Recently Published Articles.* The AHA maintains contact with several historical societies and offers several prizes and awards each year.

The OAH publishes the *Journal of American History* and a variety of special topics studies. The Association provides scholarships to help defray expenses for secondary teachers to attend the annual meeting and soon will initiate the *OAH Magazine of History,* especially written for secondary teachers. Both associations have published guidelines concerning the preparation of history teachers.

Bradley Commission on History in Schools
24898 Fawn Drive
North Olmsted, OH 44070

The commission developed a report, "Building a History Curriculum: Guidelines for Teaching History in Schools."

The report identifies themes and narratives, habits of the mind and topics for American and world history and western civilization. It also suggests an elementary and secondary scope and sequence.

BEHAVIORAL SCIENCES

American Anthropological Association
1703 New Hampshire Avenue Northwest
Washington, D.C. 20009

American Psychological Association
1200 Seventeenth Street Northwest
Washington, D.C. 20036

American Sociological Association
Executive Office
1722 North Street Northwest
Washington, D.C. 20036

Educators interested in the behavioral sciences may want to join either the American Anthropological Association (AAA), the American Psychological Association (APA), or the American Sociological Association (ASA). Like other professional associations, each sponsors an annual program, with some sectionals of particular interest to secondary educators. The publications program for each of these organizations varies. For example, the APA publishes a newsletter for precollegiate educators. The journal *Teaching Sociology* may be of interest to sociology teachers.

POLITICAL SCIENCE

American Political Science Association
1527 New Hampshire Avenue Northwest
Washington, D.C. 20036

Political science and government teachers may have a particular interest in the American Political Science Association, which publishes *The American Political Science Review.* Teachers focusing on law–related education may want to contact the following organizations which publish law–related curriculum materials: Law in a Free Society Project, the Constitutional Rights Foundation, the National Center for Law–focused Education, the American Bar Association, and the Minnesota Bar Association. These organizations may be willing to provide consultant assistance for curriculum development.

SPECIALIZED SOURCES

Numerous specialized sources for information exist that may be of particular interest to social studies teachers. (This listing is not intended to be all–inclusive.) Teachers are encouraged to contact these sources for information and materials related to these topics. In some cases, there may a charge for materials.

ASSESSMENT INFORMATION

National Assessment for Educational Progress
Rosedale Road
Princeton, NJ 08541

CITIZENSHIP EDUCATION

American Bar Association
1155 East 60th Street
Chicago, IL 60637

This association can provide materials and human resources on law–related education.

American Civil Liberties Union
22 East 40th Street
New York, NY 10016

The ACLU provides teachers with various materials related to the defense of civil liberties.

C–Span
400 North Capitol Street Southwest
Washington, D.C. 20001

Develops teacher and student print and video materials for use with cable TV and video programs.

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302

CCE produces elementary and secondary teacher and student materials to improve citizen education.

Close Up Foundation
1236 Jefferson Davis Highway
Arlington, VA 22202

The Close Up Foundation publishes annual editions of *Perspectives* and *Current Issues* as well as C–Span video programs. Close Up is one sponsor of the Wisconsin Student Caucus and conducts annual teacher–student seminars in Washington, D.C.

Constitutional Rights Foundation
609 South Grand Avenue, Suite 1012
Los Angeles, CA 90017

The materials from this organization can involve students in community affairs through an actual participation in the legal system.

Constitutional Rights Foundation has produced a variety of social studies materials and publishes *The Bill of Rights Newsletter* semi–annually. Classroom sets are available at nominal costs.

Mershon Center
Citizenship Development and Global Education Program
Ohio State University
199 West 19th Avenue
Columbus, OH 43201

The Mershon Center can help in the location and development of materials on citizenship education.

ECONOMICS

American Federation of Labor and Congress of Industrial Organizations
815 Sixteenth Street Northwest
Washington, D.C. 20036

The AFL–CIO has a variety of materials available to teachers related to the role of labor in American history and in the economic development of our country.

National Center of Economic Education for Children
Lesley College
35 Mellen Street
Cambridge, MA 02138

The National Center encourages the study of economics by elementary students through providing methods of using economic information in decision making. The Center publishes *The Elementary Economists* which allows teachers a forum regarding economic education activities at the pre–K–6 grade levels. Other materials have been published and several others are in preparation.

ETHNIC STUDIES

Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017

This group has extensive publications and media programs of interest to teachers and students, and provides conferences and programs related to prejudice, racism, and discrimination. The ADL is concerned with combating discrimination against minorities and in promoting intercultural understanding and cooperation among religious faiths.

Japanese American Curriculum Project, Inc.
414 East Third Avenue
San Mateo, CA 94401

The JACP has a variety of educational materials for elementary and secondary students which include folktales, dolls, and media, on several Asian ethnic groups. JACP develops and disseminates Asian American curriculum materials.

National Association of Interdisciplinary Ethnic Studies
Gretchen Bataille
1861 Rosemont
Claremont, CA 91711

The NAIES sponsors an annual conference and publishes Explorations with articles on ethnic groups, *Explorations in Sight and Sound,* which reviews media related to ethnic studies, and a newsletter several times each year.

FUTURE STUDIES

World Future Society
4916 St. Elmo
Bethesda, MD 20814

For teachers interested in teaching about the future, the World Future Society should be of particular interest. The nonprofit scientific and educational association is independent, nonpolitical, and nonideological. Basically, the society serves as a clearinghouse for forecasts, investigations, and exploration of the future. It publishes a bimonthly journal, *The Futurist,* and books related to the future. In addition, members can purchase future–oriented print materials and tape recordings covering a variety of topics. The society also conducts an annual meeting.

GENDER ISSUES

National Organization for Women
5 South Wabash, Suite 1615
Chicago, IL 60603

NOW publishes materials, including annotated bibliographies, and ideas for incorporating women into the social studies curriculum and for dealing with gender issues wherever they exist in the school.

Social Studies Development Center
2805 East Tenth Street
Bloomington, IN 47405

The Social Studies Development Center provides programs on the research, development of instructional materials, diffusion of innovative practices and ideas, and promotion of cooperation among groups with resources and skills to improve social studies education. Sample materials are available for a small price to cover the cost of handling the materials.

Women in World Area Studies
6300 Walker Street
St. Louis Park, MN 55416

This center produces teacher and student materials for integration into all social studies topics and also produces inservice training.

GOVERNMENT AGENCIES

United Nations Sales Section
Room LX 2300
United Nations
New York, NY 10017

This agency has a list of permanent missions to the United Nations and catalogues of U.N. publications and reports.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Publishes and distributes materials published by the United States government.

POLITICAL PROCESSES

League of Women Voters
1730 M Street Northwest
Washington, D.C. 20036

Local chapters sponsore programs related to major issues involving the political process and seek to increase informed citizen participation at all levels of government. A variety of educational materials are also available for use by social studies teachers and students.

Taft Institute for Two–Party Government
420 Lexington Avenue
New York, NY 10170

The Taft Institute has 30 prize–winning lesson plans for sale on American government for K–12 teachers designed by teachers active in politics. The Institute also offers several summer seminars at several locations throughout the United States for interested teachers.

POPULATION EDUCATION

Population Reference Bureau
1755 Massachusetts Avenue Northwest
Washington, D.C. 20036

The Bureau has population data available concerning population growth and provides various instructional materials on this topic.

Population Council
245 Park Avenue
New York, NY 10019

This council has a variety of resource materials and population data available for educators for classroom use.

WORLD AFFAIRS/GLOBAL CONNECTION

African–American Institute
866 United Nations Plaza
New York, NY 10017

The AAI seeks to facilitate and improve teaching about Africa in both elementary and secondary schools through its publications, materials collection, and provisions for conferences, professional development, and assistance to local districts.

The Arms Control Association
11 Dupont Circle Northwest
Washington, D.C. 20036

The Arms Control Association can provide curriculum guides and materials on the whole range of issues dealing with arms control.

Asia Society, Inc.
Education Department
725 Park Avenue
New York, NY 10021

The Society publishes materials, offers support programs and workshops, and evaluates pre–college materials on Asia. It also publishes the periodical *Focus* on Asia to deepen American understanding of Asia.

Atlantic Information Center for Teachers
1616 H Street Northwest
Washington, D.C. 20036

This non–profit international educational project seeks to encourage the study of world affairs. It facilitates contact between social studies teachers in the United States and Europe through workshops, seminars, conferences, and publications.

Center for Asian Studies
University of Illinois
1208 West California Avenue
Urbana, IL 61801

This Center sponsors lectures, conferences, and materials on East Asia. It also maintains a collection of K–12 instructional materials plus lists of films available for rent from the University of Illinois. In addition, the Center co–produces *Update,* a newsletter of services provided by the African, Asian, Latin American, and Russian Studies Centers' outreach programs at the University of Illinois.

Center for Latin American Studies
P.O. Box 413
University of Wisconsin–Milwaukee
Milwaukee, WI 53201

This Center has a variety of free loan films, filmstrips, and videotapes for use in the classroom. It also serves as a clearinghouse for materials and resources on Latin America. Members of the Center are willing to make presentations at professional meetings and to provide consultant services to teachers. They publish a newsletter and have a modest collection of resources on Latin America.

Center for Teaching International Relations
University of Denver
Graduate School of International Studies
Denver, CO 80210

The CTIR develops pre–college global awareness educational materials on various topics such as world culture, ethnic heritage, and Latin America related to the social studies. For a list of current materials and resources, teachers should contact the Center directly.

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138

The ESR provides programs and publications (curricula, bibliographies, and activities) on the topic of war and peace.

Foreign Policy Association
205 Lexington Avenue
New York, NY 10016

The FPA provides programs and materials on all areas of American foreign policy, including the *Great Decisions* booklet. The private non–partisan organization seeks to create informed, thoughtful, and articulate public opinion on major foreign policy topics and issues.

Global Education Center
University of Minnesota
110 Pattee Hall
150 Pillsbury Drive, Southeast
Minneapolis, MN 55455

The American Forum
(Global Perspectives in Education, Inc.)
45 John Street, Suite 1200
New York, NY 10038

This organization provides student and teacher materials and sponsors programs on the several topics and issues in global studies. It also publishes *Access* which includes useful lessons and activities for classroom teachers at all grade levels.

Global Studies Resource Center
6300 Walker Street
St. Louis Park, MN 55416

This center provides on and off site staff and curriculum development and contains classroom material for review on site.

Middle East Institute
1761 North Street Northwest
Washington, D.C. 20036

The Institute strives to promote a better understanding between peoples of the United States and the Middle Eastern countries through conferences, seminars, study groups, exhibits, and publications. Its film library has films available on the contemporary Middle East for modest rental prices.

Organization of American States
19th and Constitution Avenues
Washington, D.C. 20006

The OAS publishes extensive materials covering various activities about the American states, their background, and their achievements. A catalogue of publications is available upon request.

PUBLICATIONS

Phi Delta Kappan
Eighth & Union
P.O. Box 789
Bloomington, IN 47402

Social Education
National Council for the Social Studies
3501 Newark Street Northwest
Washington, D.C. 20016

The Social Studies
Heldref Publications
400 Albermarle Street, Northwest
Washington, D.C. 20016

Teaching Political Science
SAGE Publications
P.O. Box 776
Beverly Hills, CA 90210

Teaching Sociology
SAGE Publications
P.O. Box 776
Beverly Hills, CA 90210

Educational Leadership
Association of Supervisors and Curriculum Developers
125 Northwest Street
Alexandria, VA 22314–2798

Teaching Materials
Social Studies School Service
10200 Jefferson Boulevard
P.O. Box 802
Culver City, CA 90232

This organization will send a comprehensive catalog of materials for classroom use.

This publication is available from: The ***Minnesota Curriculum Services Center*** which is supported by the State of Minnesota Department of Education. The MCSC does not discriminate on the basis of race, color, creed, religion, sex, national origin, marital status, status with regard to public assistance or disability.

Minnesota Curriculum Services Center
Capitol View • 70 Co. Rd. B-2 W • Little Canada • MN 55117
(612) 483-4442 • 1-800-652-9024

E727 $5.50 / $8.00 **5015 8915000**